

## COLLEGE READING AND LEARNING ASSOCIATION

### BOARD MEETING Monday, October 20, 1997 Sacramento, California Summary of Minutes

Red Lion Hotel

Room Folsom 500

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**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-site Chair, Sacramento Conference*; Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Susan Halter.

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The meeting was called to order at 9:00 a.m. PDT.

**1. Agenda Approved**

The agenda with additions was approved. During this week's board meetings, Mike and Marilyn will be observers until Sunday. After their induction at the banquet on Saturday as officers, they will have full voting privileges on the board.

**2. Budget Discussion**

The operating account is up \$3800 from last year. Expenses are difficult to predict accurately because institutional support varies widely. Expenses incurred travelling to state and regional meetings also fluctuate annually.

The board discussed having the CRLA president send letters of thanks to each CRLA officer's school. It was decided that if someone wishes a letter sent, that person should approach Vince or Kathy individually.

The board discussed the importance of having sufficient transition time for new officers.

The 6-month certificate of deposit is due for renewal. **The board moved to increase the length of the 6-month certificate of deposit to 9 months to acquire the best interest rate and to increase its face value by \$10,000 to \$30,000.**

The board is committed to supporting members and will focus on ways of returning benefits to the membership.

The IRS submission has been drafted. The use of Quickbooks, the accounting software, will save CRLA money by reducing professional fees. It will also save time spent invoicing and reconciling accounts.

**3. Membership and Mailing Service**

Neighborhood Data and Mail of Denver has cancelled their contract with CRLA. This means we no longer have a central mailing address nor a firm to manage the database. Rosalind will temporarily resume the duties of membership coordinator while another search for a mailing service is conducted. The search will be conducted within CRLA as well as for external firms.

**The board moved that \$500 be allocated for a small laser jet printer for the work of the membership coordinator.** (NB: After the meetings, Rosalind decided she would not purchase the printer. However, this does not preclude a future purchase by/for a new membership chair.)

Options for a central mailing address include using a lockbox, hiring a mailing service or initiating the position of executive director.

Membership forms for 1998 are ready. Some were distributed in Sacramento. Contact Rosalind if you want some.

The board briefly discussed the functions of a potential new position such as an executive director or executive assistant. This person would provide continuity as new members came onto the board and could also support the board with many clerical functions.

#### **4. Goals and Strategic Plan**

Vince commended the committee of Pat Mulcahy-Ernt, Becky Johnen and Karen Smith for its work composing a draft document which describes long-range goals for CRLA and a plan for carrying them out. Members at the conference will have the opportunity to discuss this work and generate their own ideas. An article in an upcoming issue of the *Newsletter* will describe the process for continuing this work.

#### **5. Elections**

This year, nominations are required for the offices of president-elect and treasurer. Candidates will be asked for letters of institutional support where applicable.

Pat will investigate the by-laws which govern dates concerning the elections, such as ballot return and reporting dates, and advise the board of any changes she recommends.

#### **6. Report from the *Newsletter* Editor**

Roz Bethke presented her annual report and brought copies of the final draft of the next issue. She has engaged a new typesetter which should reduce turnaround time before publication. One concern she has is how the timing of the fall issue coincides with the scheduling of the annual conference. Because people in positions such as state and SIG leaders often change at the conference, Roz is concerned that the published List of Officers in each fall issue may be inaccurate.

The board commended Roz for the look and the content of the *Newsletter*. Her term as editor concluded last year, but no one else has shown interest in the position. **The board moved that Roz Bethke be re-appointed as Editor of the *Newsletter* for a second three-year term, ending with the post 1999 conference issue.**

#### **7. CRLA-NADE Cooperation**

Discussions held between CRLA board members and NADE board members have been positive. The executives of both associations are interested in cooperating and wish to jointly sponsor a professional event such as a symposium. **The board moved to support further exploration to hold a second symposium, possibly in conjunction with NADE.**

The summer institute on technology discussed earlier in the year has been put on hold. There is a possibility that David Caverly will host such an institute at his school.

#### **8. States and Regions Report**

Reports were submitted from Arizona, California, Colorado, Hawaii, Nebraska/Kansas, the Northeast Region, the Ohio Valley Region, Oregon, Pennsylvania/New Jersey, Texas and Montana. **The board allocated \$200 to the Northeast Region (CT, NY, ME, NH, VT, RI) to support a newsletter and a one-day meeting.**

One concern of the board is that when people attend a state or regional CRLA function they are confused as to whether they are joining the national CRLA association or only the state chapter. Membership status must be made clear to participants at a state or regional meeting.

There was discussion about changing the date or time of the leadership workshop to enable more leaders to attend.

#### **9. Web Page**

**The board moved that Susan Halter of Louisiana be the new editor for the CRLA web page and that Joe Millsap of Missouri be the managing editor. The web site will be moved from Chemeketa Community College to Delgado Community College in New Orleans. The new address will be <http://www.dcc.edu/~crla>.**

Lucy Macdonald has done a great deal of work in setting up a home page for CRLA. Susan Halter will continue this at her school. The board recommended features such as links to pages of related associations, email addresses of board members and other officers be included with the information already on the site.

The conference site will continue at <http://www.msdc.edu/~crla/>.

**10. Secretary's and Membership Coordinator's Report**

A booklet of the summaries of board meetings for the past year will be distributed at the conference.

Rosalind will continue in the position of membership coordinator until the search for a new mailing service and coordinator are complete.

**11. Awards Luncheon**

An anniversary cake will be the dessert at the Awards Luncheon. The earliest on-site chairs present will be asked to light the candles and the earliest executive board members present will be asked to blow out the candles.

**12. Outgoing Board Members**

Each officer leaving the board receives a pin and a lifetime membership in CRLA. The outgoing Secretary and outgoing Treasurer (depending on the year) also receive a plaque. The President receives a personal plaque when his/her term concludes, but stays on the board as Past-President. When the Past-President leaves the board, he/she receives the pin and lifetime membership as an outgoing board member.

The "Presidential Plaque," on which the name of every CRLA president is engraved, is presented to the new president at the annual banquet. This person keeps it for one year, then presents it to the next president.

(Becky Johnen confirmed this process for honouring outgoing board members during Tuesday's meeting.)

**The meeting adjourned at 4:55 p.m.**

The minutes of this meeting were approved December 12, 1997.

# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD MEETING Monday, October 20, 1997 Sacramento, California Minutes

Red Lion Hotel

Room Folsom 500

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**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-Site Chair, Sacramento Conference*; Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Susan Halter.

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Vince called the meeting to order at 9:00 a.m. PDT.

### 1. Agenda

#### *Attachment A*

##### *Additions*

The agenda covers the board meetings for the entire week. The following items were added to the agenda:

Monday	Conference flow charts
Monday	Procedures for elections
Sunday	Phone card exchange

##### *Voting Protocol*

Vince informed Mike and Marilyn that they were observers and held no voting privileges at the board meetings until Sunday. After they are inducted as officers at the banquet on Saturday, they will have full voting privileges.

Pat moved the agenda with additions be approved. Sylvia seconded. PASSED.

### 2. Budget Discussion

#### *Attachments B, C*

##### *Sacramento cf. Albuquerque*

Sylvia presented the financial statement compiled by Sandra Evans for the 1996 Albuquerque conference as reference and for comparison to the 1997 Sacramento conference figures. She outlined the differences in reporting income between the two statements. This gave the incoming board members an overview of past conference expenses and income.

##### *Transition of Officers*

She discussed some of the difficulties a new treasurer encounters, particularly when the newly-elected person begins duties at the annual conference. She appreciated the 6-month overlap between herself and Sandra Evans and will ensure that the new treasurer who begins office in 1998 will have sufficient time for a smooth transition.

## *1997-1998 Operating Budget*

Sylvia also presented the penultimate version of the operating budget for July 1, 1997 - June 30, 1998. The board discussed some of the variances between projected and actual expenses. Institutional support varies widely. Travel expenses for the board members to the states' and regions' local conferences will fluctuate from year to year.

### *Operating Account*

The bottom line is that the operating account is up \$3800 from last year.

### *Letter from CRLA President*

Kathy moved that letters be written by the president of CRLA to each officer's institution to thank them for their support. Sylvia seconded.

There was discussion about which administrator in each school would receive such a letter and what the ramifications might be. It was decided that if a CRLA officer wanted a letter sent to his/her institution that person would ask the CRLA president individually.

**The motion was not passed.**

### *Six-Month Certificate of Deposit*

The 6-month Certificate of Deposit (CD) is due for renewal. The short term of this CD is meant to coincide with the beginning of office of the new officers.

Sylvia has investigated CD rates and terms and recommends the 9-month Bank of America CD at 5.4%.

**Sylvia moved the length of the 6-month Certificate of Deposit be increased to acquire the best interest rate and its face value be increased by \$10,000 to \$30,000. Kathy seconded. PASSED.**

Vince noted that the organization is in very good financial shape and we should focus on how to return the benefits to the members.

**Kathy moved the board accept the Treasurer's report. Rosalind seconded. PASSED.**

### *Professional Auditing Services*

David Cohen, our auditor, has drafted the preliminary submission for the IRS report.

Sylvia is now using *Quickbooks*, which should reduce our professional auditing fees over time. She will generate monthly reports and send copies to board members.

Roz Bethke joined the meeting at 9:48 a.m.

We took a break at 10:00 a.m. and reconvened at 10:12 a.m.

### *3. Membership and Mailing Service*

*Attachment D*

*Contract Cancellation*

Vince reported that Neighborhood Data and Mail has decided to opt out of the contract with CRLA. They were handling two major tasks for CRLA, receiving mail at a central location and managing the membership database.

*Search Continued*

One reason our business is not attractive to a private company is that CRLA is relatively small. Kathy suggested looking for someone within our membership who would do the work as a paid position. The board decided to continue looking for a firm to manage the database and also to include an ad in the next issue of the *Newsletter* for a CRLA member as part of the search. Roz Bethke cautioned that US Post is becoming more stringent about businesses who handle large mailings. Bar-codes, monthly reports to the post office and address verifications are becoming the order of the day.

Rosalind has offered to take over the database without pay until a replacement is found.

**Kathy moved that Rosalind be the membership coordinator for 1997-1998. Pat seconded. PASSED.**

There was a discussion about the length of her term of office, equipment needs and input at board meetings. It was agreed that Rosalind would be membership coordinator until a person or company was hired, and that she would attend board meetings as membership coordinator.

**Pat moved that \$500 be allocated for a small laser jet printer for the work of the membership coordinator. Sylvia seconded. PASSED.**

We discussed options for a central mailing address: using a lock box, having a mailing service, hiring an executive director.

Vince and Sylvia will investigate lock boxes, and Vince will speak with officers from NADE about their current search for a membership service. Vince will continue to seek bids from private companies.

*Executive Director/Assistant*

Kathy enumerated the functions of an executive director or an executive assistant. Continuity is a problem at the board level because each officer does a great deal of clerical work in his/her position and the large projects are often set aside. An executive assistant/director would be able to provide continuity from one Executive Board to the next. Vince stated that a clear job description is needed for the position. He will draft a title and job description for such a position and bring this back to the board at a future meeting/conference call.

### **1998 Membership Forms**

Rosalind distributed the 1998 membership forms and glossy brochures. She will give a batch to each state/region and SIG leader at the Leadership Workshop. Forms and brochures will also be available in the Registration area during the conference.

### ***State Chapters cf. Regions***

Vince clarified the distinction between state chapters and regions. A national CRLA member is automatically a member of their region or state chapter. However, a state chapter can have its own members who are not national members. There has been some confusion with state members who thought they were automatically national members. This is not the case unless they pay the national membership fee of \$40 US.

The board is committed to encouraging the work of the states and regions.

**Tom Dayton joined the meeting at 11:17 a.m.**

### **4. Goals and Strategic Plan**

#### *Attachment E*

Pat recounted the history of the work done for CRLA on goals. This was begun by Becky Johnen in 1993. Pat presented the most recent draft of the goals and strategic plan. Comments from members will be collected during the conference through the discussion groups of Saturday's plenary session and in a concurrent session. Discussion of how this work will be continued will resume at Sunday's board meeting.

Members will be informed of this ongoing work in a *Newsletter* article which will be written by a board member or a member of the strategic planning committee.

Vince commended the committee (Pat, Becky Johnen and Karen Smith) for their hard work.

**We stopped for lunch at 11:40 a.m. and reconvened at 1:15 p.m.**

### **5. Elections**

#### *Attachments F (i), (ii)*

This year, nominations are required for the offices of President-Elect and Treasurer. Pat said the slate of potential candidates is confidential. Those chosen to be candidates will be asked for letters of institutional support. Pat went over the election process and timeline. She will note any changes that must be made to the by-laws that affect the dates of ballot return and reporting of results. She will advise the board or the by-laws chair of these changes.

## *6. Report from the Newsletter Editor*

### *Attachment G*

Roz Bethke presented her annual report. She also brought copies of the final draft of the issue which will be mailed next week.

Roz's term as editor ended last year, but she has continued to publish the *Newsletter*. Since the Albuquerque conference she has canvassed others to take this position but no one has shown interest.

**Kathy moved that Roz Bethke be re-appointed as Editor of the Newsletter for a second three-year term, ending with the post-1999 conference issue. Rosalind seconded. PASSED.**

The board commended Roz for the look and the content of the *Newsletter*.

The board suggested including a column on the activities of the states in each issue. Mike suggested adding news from the states to the CRLA web site.

Roz stated her concern that officers listed in each fall issue of the *Newsletter* might conflict with the transitions which occur at the annual conference. The conference dates are different each year so members could receive the fall issue before or after a conference, depending on when the conference is held. This could result in inaccurate information being sent to members.

## *7. CRLA-NADE Cooperation*

The formal liaisons between CRLA and NADE and between CRLA and MCLCA need to be updated.

Kathy reported that discussions she and Vince have had with NADE officers were positive; they appear interested in co-sponsoring a symposium or similar professional venture.

**Sylvia moved the board support Kathy's exploration to hold a second symposium, possibly in conjunction with NADE, and report back to the board at the spring 1998 meeting. Rosalind seconded. PASSED.**

It was noted that CRLA did not make a profit from the Kananaskis Symposium, though much goodwill was generated and participants found it professionally rewarding. A symposium held jointly with NADE would mean splitting the profits/losses. For a joint symposium, the question of who would chair the event remains. Those present who had been President-Elect warned of burnout.

Vince updated us on the summer technology institute proposed by Gene Beckett. There have been problems at his school which have resulted in putting the institute on hold. David Caverly may hold a similar institute at his school.

*8. Web page*

This was discussed after the States and Regions report.

We took a 10-minute break in the meeting from 2:25 p.m. to 2:35 p.m. Susan Halter joined the meeting at 2:35 p.m.

*9. States and Regions Report*

*Attachments H, H1-H12, I*

Pat submitted reports from a number of the state chapters and regions. She also distributed sample newsletters that the states and regions had published.

Pat was concerned that some of the annual state conferences now occur close to the same time as our national conference. She emphasized that it must be made clear to participants at a state conference whether they are becoming a member of national CRLA or not. There has been some confusion with this in the past.

*Northeast Region Request*

Betty Ince, leader for the Northeast Region, has requested \$200 for a newsletter and a one-day meeting. This region has very few members. Betty wishes to raise CRLA's profile in this area and increase the membership.

**Sylvia moved \$200 be allocated to the Northeast region. Kathy seconded. PASSED.**

Pat presented the agenda for the Leadership Workshop. We considered changing the day and time of this workshop so more leaders could attend.

Pat suggested a member of the board or representative attend the state/region meetings at the conference for those areas who did not have a leader.

Rosalind	Hawaii
Pat	Oklahoma
Marilyn	Southeast
Mike	Nevada
Vince	mid-South
Susan Halter	Arkansas, Louisiana

*10. Web Page*

*Attachment J*

*New Editor*

Susan Halter of Louisiana has offered to continue the work of Lucy MacDonald in managing the CRLA web page. Susan asked what information the board would like on the web page.

*Content*

Mike said the web page should be a vehicle for communication and suggested that people should be able to "talk to" CRLA board members and other officers by sending an email message through the web page.

Other suggestions on what to include on the web page were the membership application and links to as many related pages, such as those of other associations, as reasonable.

*Infrastructure*

The board discussed other aspects of managing the web site with Susan, including available support from her institution, collaboration with the Computer Technology SIG, the need for a second editor and the use of colour on the pages.

Susan recommended Joe Millsap of Ozarks Community College as an additional editor.

The board strongly recommended a direct ("hot") link from the site at Chemeketa to Delgado.

**Pat moved Susan Halter of Louisiana be the new editor for the CRLA web page and Joe Millsap of Missouri be the managing editor. Sylvia seconded. PASSED.**

**Pat moved the CRLA web site be moved from Chemeketa Community College to Delgado Community College in New Orleans, with the address <http://www.dcc.edu/~crla>. Sylvia seconded. PASSED.**

*Conference Web Page*

Vince will continue to maintain the conference web site. The question was raised: do we want past conferences on it?

**11. Secretary's and Membership Coordinator's Report**

*Attachment K*

Rosalind distributed copies of the booklet which consisted of the summaries of minutes from all board meetings since the Albuquerque conference. This booklet will be given to members during the business meeting. Copies will also be available in the display area.

Rosalind will be continuing with the position of membership coordinator for another year or shorter term (see agenda item #3 above). Current membership figures were unavailable because the database had not yet been transferred back from Neighborhood Data and Mail.

**12. Conference Flow Charts**

*Attachments L, M*

Vince went over the flow charts which describe the order of speakers and seating arrangements for each general session of the conference.

*Anniversary Cake*

An anniversary cake will be the dessert at the Awards Luncheon. It was decided the earliest on-site chairs present at the luncheon would light the 30 candles and the earliest officers at the luncheon would blow them out.

*Presentations to Outgoing Board Members*

We clarified what each officer receives as his/her term of office concludes. The Secretary and Treasurer each receive a plaque, a pin and a lifetime membership as they leave the board. The President receives a plaque as he/she moves to the position of Past-President, staying on the board. When the Past-President leaves the board, he/she receives a pin and a lifetime membership.

The "Presidential Plaque," i.e. the one engraved with each president's name, is presented to the new president at the banquet. He/She keeps it for one year, then presents it to the next president.

In the past, each officer leaving a position has presented a small gift, often humorous, to the successor.

Sylvia moved the meeting be adjourned at 4:55 p.m. Rosalind seconded.

These minutes were approved December 12, 1997.

**COLLEGE READING AND LEARNING ASSOCIATION**

**BOARD MEETING  
Monday, October 20, 1997  
Sacramento, California**

**List of Attachments to the Minutes**

- A. CRLA's Agenda for the Sacramento Conference: October 20, 1997 - October 26, 1997
- B. CRLA Conference Account Financial Statement: July 1, 1996 - February 10, 1997 (for the 1996 Albuquerque Conference)
- C. CRLA Operating Budget: July 1, 1997 - June 30, 1998 (draft form)
- D. 1998 CRLA Brochure and Membership Application Form
- E. CRLA Draft Strategic Plan, October 1997
- F. i) Memo from Pat Mulcahy-Ernt to Members of Elections Committee  
ii) Job Description for Coordinator of States and Regions
- G. CRLA *Newsletter* Editor's Annual Report
- H. Coordinator of States and Regions 1997 Annual Report
  - Annual reports:
    - H1. Arizona
    - H2. California
    - H3. Colorado
    - H4. Hawaii
    - H5. Nebraska/Kansas
    - H6. Northeast: CT, NY, ME, NH, VT, RI
    - H7. Ohio Valley: OH, IN, KY
    - H8. Oregon
    - H9. Pennsylvania/New Jersey
    - H10. Texas
    - H11. Montana
  - H12. Agenda for Leadership Workshop and Luncheon: October 22, 1997
  - I. Handbook for State/Regional Directors and Chapter Presidents, 1997-98
  - J. Memo from Susan Halter applying for position of web page manager
  - K. Booklet of Summaries of Minutes of Board Meetings: October 28, 1996 - September 18, 1997
  - M. 1997 Sacramento Conference Program: Pearls of Wisdom - CRLA's Legacy (30th Anniversary)



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CRLA Board Meeting  
Oct 20-26  
Sacramento, CA  
Attachment A  
2 pages

**CRLA's Agenda Sacramento Conference  
October 20, 1997-October 26, 1997**

**ALL MEETINGS WILL BE HELD IN FOLSOM #500**

**Monday October 20, 1997**

**8:30-10:00 Budgets Sylvia**

**Break**

**10:00-11:00 Memberships/Mailing Service**

**11:00-12:00 Goals/Strategic Plan**

**12:00-1:30 Lunch**

**1:30-2:15 Newsletter-Roz Bethke**

**2:15-2:45 NADE Cooperation-Joint Conference**

**3:00-3:30 Webpage CRLA and Conference home page-Susan Halter**

**3:30-4:00 Break**

**4:00-5:00 Secretary's Report, Membership report, States and Regions report**

**Tuesday**

**8:30-10:00 Vince and Kathy/Hotel Staff**

**8:30-9:30 Rosalind/Marilyn & Pat/Mike-Review Roles**

**9:30-10:00 Board meets hotel staff**

**10:00-10:15 Break**

**10:30- Conference report-Kathy; President's Report-Vince**

12:00-1:30      Lunch  
1:30-2:15      CAS/PALS    Becky Johnen  
2:15-2:45      Past Officers Organization/Executive Director's Postion  
3:00-3:30      LAC Manual  
3:30-4:00      Break  
4:00-5:00      Exhibits Chair & ByLaws-Donna Wood/Carol Wills

Friday October 24, 1997

4:00-4:30      Journal-Jim Bell  
4:30-4:50      SIGS-Pat Jonason and Patti Dozen  
4:50-5:00      Elections-Pat Mulcahy Ernt  
5:00-5:45      LAC Monograph/Archives-Frank Christ/Karen Smith

Saturday October 25, 1997

*David sketch*  
3:00-3:30      Site Selection-Sue Brown  
3:30-4:00      Site Selection-Sue Brown  
4:00-4:30      Tutor Certification-Gladys Shaw and Robin Melton

Sunday October 26, 1997

9:00-9:30      Awards-Valerie Smith Stephens

*9-12<sup>00</sup>*



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CRLA Board Meeting  
Oct 20, 1997  
Sacramento, CA  
Attachment A  
1 page

CRLA's Agenda Sacramento Conference  
October 20, 1997-October 26, 1997

ALL MEETINGS WILL BE HELD IN FOLSOM #500

Monday October 20, 1997

8:30-10:00 Budgets Sylvia

Break

10:00-11:00 Memberships/Mailing Service

11:00-12:00 Goals/Strategic Plan

12:00-1:30 Lunch

1:30-2:15 Newsletter-Roz Bethke  
*Election discussion*

2:15-2:45 NADE Cooperation-Joint Conference

3:00-3:30 Webpage CRLA and Conference home page-Susan Halter

3:30-4:00 Break

4:00-5:00 Secretary's Report, Membership report, States and Regions report

*Flowcharts for Sun Today*

Tuesday

8:30-10:00 Vince and Kathy/Hotel Staff

8:30-9:30 Rosalind/Marilyn & Pat/Mike-Review Roles

9:30-10:00 Board meets hotel staff

10:00-10:15 Break

10:30- Conference report-Kathy; President's Report-Vince

12:00-1:30      Lunch  
1:30-2:15      CAS/PALS    Becky Johnen  
2:15-2:45      Past Officers   Organization/Executive Director's Postion  
3:00-3:30      LAC Manual  
3:30-4:00      Break  
4:00-5:00      Exhibits Chair & ByLaws-Donna Wood/Carol Wills

**Friday October 24, 1997**

4:00-4:30      Journal-Jim Bell  
4:30-4:50      SIGS-Pat Jonason and Patti Dozen  
4:50-5:00      Elections-Pat Mulcahy Ernt  
5:00-5:45      LAC Monograph/Archives-Frank Christ/Karen Smith

**Saturday October 25, 1997**

3:00-3:30  
3:30-4:00      Site Selection-Sue Brown  
4:00-4:30      Tutor Certification-Gladys Shaw and Robin Melton

**Sunday October 26, 1997**

9:00-9:30      Awards-Valerie Smith Stephens  
9:30-10:00      Discussion of Strategic Plan

College Reading and Learning Association  
 Conference Account  
 July 1, 1996 to February 10, 1997

	<u>Actuals</u>	<u>Budgeted</u>	<u>Variance</u>
Balance as of July 1, 1996	21,283.20		
<b>INCOME:</b>			
Registration:			
\$85      24,808			
90      10,168			
70      1,120			
80      1,120			
100     3,800			
150 <u>3,150</u>			
	44,166.00	41,500.00	2,666.00
Pre-confer Inst. (27)    675			
Pre-confer Inst. (142)   3550			
Post-conf. Inst. (34) <u>850</u>			
	5,075.00	7,000.00	(1,925.00)
Santa Fe Tour (28)      840			
Campus Tour (40)        320			
Indian Pueblo (13)      286			
Awards Luncheon (157)   2669			
Banquet (139)           3892			
SIG Breakfast (56)      672			
SIG Luncheon (128)      1920			
Lunch/Mentor (121) <u>1452</u>			
	12,051.00		12,051.00
Membership (221)        8,840.00		1,800.00	7,040.00
SIGs (276)              1,380.00			1,380.00
Scholarship              220.00			220.00
Tote Sales              21.00			21.00
Resource Rm.           279.68			279.68
Awards                  700.00			700.00
Ads                    500.00			500.00
Exhibitors*('95-'96 report)    3,600.00		*6,000.00	(2,400.00)
Pub. Breakfast        200.00			200.00
Interest Income       294.52			234.36
	<u>\$77,327.20</u>	<u>56,300.00</u>	<u>20,967.04</u>

**TOTAL ASSETS:**

BEGINNING BALANCE	21,283.20
CONFERENCE INCOME	+77,327.20
	<u>\$98,610.40</u>

	<u>Actuals</u>	<u>Budgeted</u>	<u>Variance</u>
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**EXPENSES:**

Refunds	1,701.00	(1,701.00)
Board (Hotel/Food)	4,207.00	(4,207.00)

**CONFERENCE MANAGEMENT****Chair:**

Travel	500.00	500.00	
Hotel/Food	500.00	500.00	
Telephone	5.20	250.00	244.80
Postage	83.26	700.00	616.74
Potocopying	500.00	500.00	
Clerical Assistance	750.00	750.00	
Supplies	400.00	400.00	
Miscellaneous	269.78	400.00	130.22
Committee Exp.		200.00	200.00
Call Paper/Print	43.75	200.00	156.25
Call Paper/Postage		100.00	100.00
Computer Layout	750.00	1,000.00	250.00
Plaques	227.80	250.00	22.20
	1,379.79	5,750.00	4,370.21

**On-site Manager:**

Hotel/Food	1,125.39	600.00	(525.39)
Telephone		100.00	100.00
Postage		100.00	100.00
Photocopying		100.00	100.00
Wages/Fees		300.00	300.00
Supplies		200.00	200.00
Signs		300.00	300.00
	1,125.39	1,700.00	574.61

Tours (Transportation)	1,658.11	(1,658.11)
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**Exhibits Chair:**

Telephone	50.00	50.00	
Postage	100.00	100.00	
Misc (Draping)	1,817.79	1,500.00	(317.79)
Printing	50.00	50.00	
Decoration	100.00	100.00	
Exhibit Hall (rent)	791.72	100.00	(691.72)
Speaker's Books		50.00	50.00
Supplies	398.22	100.00	(298.22)
Miscellaneous	42.74		(42.74)
	3,050.47	2,050.00	(1,000.47)

TOTAL CONFERENCE MANAGEMENT	7,213.76	9,500.00	2,286.24
-----------------------------	----------	----------	----------

	<u>Actuals</u>	<u>Budgeted</u>	<u>Variance</u>
<b>GENERAL CONFERENCE EXPENSES</b>			
<b>Programs</b>			
Postage	305.00	200.00	(105.00)
Printing/Publish	<u>1,200.00</u>	<u>2,500.00</u>	<u>1,300.00</u>
	<u>1,505.00</u>	<u>2,700.00</u>	<u>1,195.00</u>
<b>Registration</b>			
Printing/Publish	255.50	900.00	644.50
Supplies	1,000.00	1,000.00	
Miscellaneous	205.27	200.00	(5.27)
Ribbons	<u>151.42</u>	<u>250.00</u>	<u>98.58</u>
	<u>1,612.19</u>	<u>2,350.00</u>	<u>737.81</u>
<b>Calls to Conference</b>			
Postage	225.00	200.00	(25.00)
Printing/Publish	<u>2,104.13</u>	<u>1,300.00</u>	<u>(804.13)</u>
Miscellaneous		100.00	100.00
Advertising	430.20	1,400.00	969.80
AD (Journal of Reading)		<u>500.00</u>	<u>500.00</u>
	<u>2,759.33</u>	<u>3,500.00</u>	<u>740.67</u>
<b>Other General Expenses</b>			
Supplies	134.13	50.00	(84.13)
Postage	160.27	50.00	(110.27)
Printing	327.62	50.00	(277.62)
Miscellaneous	430.84	400.00	(30.84)
Xerox rental	143.24	200.00	56.76
Decorations		200.00	200.00
Film/Processing	28.49	200.00	171.51
Entertainment	505.00	500.00	(5.00)
Audiovisual	<u>3,208.35</u>	<u>1,500.00</u>	<u>(1,708.35)</u>
Evaluation	488.03	200.00	(288.03)
Phone Equipment	421.00	200.00	(221.00)
Adver & Promotion		500.00	500.00
Paid Registration Help		<u>200.00</u>	<u>200.00</u>
	<u>5,846.97</u>	<u>4,250.00</u>	<u>(1,596.97)</u>
<b>TOTAL GENERAL CONFERENCE EXPENSES</b>	<b>11,723.49</b>	<b>12,800.00</b>	<b>1,076.51</b>

**CONFERENCE PROGRAM**

<b>Speakers</b>			
Travel	725.00	700.00	(25.00)
Hotel/Food	131.46	400.00	268.54
Wages/Fees	<u>2,700.00</u>	<u>2,700.00</u>	
Handouts/copying		<u>300.00</u>	<u>300.00</u>
	<u>3,556.46</u>	<u>4,100.00</u>	<u>543.54</u>

	<u>Actuals</u>	<u>Budgeted</u>	<u>Variance</u>
<b>Invited Institutes</b>			
Wages/Fees	500.00	600.00	100.00
Miscellaneous		50.00	50.00
	<u>500.00</u>	<u>650.00</u>	<u>150.00</u>
<b>Institutes</b>			
Materials		700.00	700.00
	<u>-0-</u>	<u>700.00</u>	<u>700.00</u>
<b>Computer Fair</b>			
Wages/Fees		100.00	100.00
Miscellaneous		400.00	400.00
Electrical Hook-up	300.00	250.00	(50.00)
Travel		50.00	50.00
Computer Rentals	841.78	750.00	(91.78)
	<u>1,141.78</u>	<u>1,550.00</u>	<u>408.22</u>
<b>Tours &amp; Entertainment</b>		500.00	500.00
<b>TOTAL CONFERENCE PROGRAM</b>	<b>5,198.24</b>	<b>7,500.00</b>	<b>2,301.76</b>

**FOOD FUNCTIONS**

Hospitality	239.29	500.00	260.71
Publishers' Breakfast	2,482.55	2,000.00	(482.55)
Leadership Luncheon	683.85	1,000.00	316.15
Editors' Luncheon	72.97	75.00	2.03
Coffee Breaks	2,432.06	3,000.00	567.94
Newcomers' Reception	435.97	300.00	(135.97)
Newcomers' Miscellaneous		250.00	250.00
Past Board Breakfast	139.59	300.00	160.41
SIG Breakfast	544.65		
Lunch	<u>1793.72</u>		
	2,338.37	100.00	(2,238.37)
Lunch with Mentor	1,532.13	200.00	(1,332.13)
Banquet	3,737.70	700.00	(3,037.70)
Awards Luncheon	2,710.50	350.00	(2,360.50)
Publishers' Opening	615.34		(615.34)
<b>TOTAL FOOD FUNCTIONS</b>	<b>17,420.32</b>	<b>8,775.00</b>	<b>(8,645.32)</b>

	<u>Actuals</u>	<u>Budgeted</u>	<u>Variance</u>
<b>OTHER EXPENSES</b>			
Banking (returned checks)	8.00	110.00	102.00
Insurance	380.94	400.00	19.06
Next Conf. Chair Exp.			
Printing/Publish	755.46	500.00	(255.46)
Postage	149.65	50.00	(99.65)
Advertising		150.00	150.00
	905.11	700.00	(205.11)
Site Selection			
Travel		700.00	700.00
Hotel/Food		150.00	150.00
Telephone		50.00	50.00
Postage		50.00	50.00
Supplies		50.00	50.00
	-0-	1,000.00	1,000.00
TOTAL OTHER EXPENSES	1,294.05	2,210.00	915.95
<b>TOTAL EXPENSES</b>			
	48,757.86	40,785.00	(7,972.86)
<b>TOTAL ASSETS - EXPENSES</b>			
<b>CURRENT BANK BALANCE</b>			
(Account closed 2/10/97; cashier's check forwarded to Sylvia Mioduski)			
		98,610.40	
		-48,757.86	
		\$49,852.54	

Conference Account Income:	\$77,327.20
Membership, SIGS, Scholarship (To Operating Account)	<u>-10,440.00</u>
	66,887.20
Board Expenses (From Operating Account)	<u>+ 4,207.00</u>
	71,094.20
Conference Expenses	<u>-48,757.86</u>
	\$22,336.34

*dkh*

CRLA Operating Budget July 1, 1996 - June 30, 1997

A	B	C	D
	Actuals	Budget	Variance
1			
2 Balance -- July 1, 1996	61982.74		61982.74
3			
4			
5			
6 INCOME			
7 Misc Income	10.00		10.00
8 Dues	28810.00	30000.00	-1190.00
9 Interest Income	1421.76	500.00	921.76
10 JCRL	872.10	500.00	372.10
11 SIGS			
12 Cog. Psych	115.00		
13 Coll. Reading	490.00		
14 Comp. Tech	160.00		
15 Couns/Guidance	30.00		
16 Crit. Thinking	180.00		
17 Dev/Basic Writing	150.00		
18 Emot/Motiv Aspects	205.00		
19 EFL/ESL	145.00		
20 Research/Eval	160.00		
21 Learning Ctr	545.00		
22 Learning Disabilities	245.00		
23 Liberal Arts Inst.	15.00		
24 Math Tutorial	135.00		
25 Multicultural	70.00		
26 Peer Tutoring	500.00		
27 Workplace Lit	75.00		
28 Teaching Excel	55.00		
29 SIGS Income Other	1380.00		
30	4655.00	3500.00	1155.00
31			
32 International Tut. Cert	5850.00	3000.00	2850.00
33 Tutor Handbook	3306.10	2000.00	1306.10
34 Glossary	10.00	0.00	10.00
35 Awards	700.00	50.00	650.00
36 Scholarship	432.00	1000.00	-568.00
37			
38			
39 TOTAL INCOME	45,366.96	37,550	7816.96
40		projected	
41 TRANSFER FUNDS from:			
42 TX CD			
43 Conf. } 140,451.40	65,451.40		
44 CPS } -75,000.00			
45 105,451.40			
46			
47 SAVINGS: 2 yr. CD	55,000		
48 1 mo CD	20,000		
49			
50 TOTAL INCOME/ASSETS	186,018.36		
51			
52			
53			

CRLA Operating Budget July 1, 1996 - June 30, 1997

	A	B	C	D
<b>54 EXPENSES</b>				
<b>55 President</b>				
56 Travel	566.35	500.00	-66.35	
57 Hotel/Food	946.32	500.00	-446.32	
58 Telephone	1357.29	1500.00	147.22	
59 Postage	254.62	200.00	-54.62	
60 Printing & Publishing		100.00	0.00	
61 Clerical Assist.	100.00	250.00	150.00	
62 Supplies.		200.00	0.00	
<b>63 Total President</b>	<b>3224.58</b>	<b>3250.00</b>	<b>29.93</b>	
<b>64</b>				
<b>65 Pres. Elect (in conf. acct.)</b>				
<b>66</b>				
<b>67</b>				
<b>68 Secretary</b>				
69 Travel	741.41	400.00	-341.41	
70 Hotel/Food	561.80	400.00	-161.80	
71 Telephone	83.26	100.00	16.74	
72 Postage		100.00	100.00	
73 Printing & Publishing	104.60	100.00	-4.60	
74 Clerical Assist.	120.00	50.00	-70.00	
75 Supplies.	39.60	50.00	10.40	
76 Baggage/Shipping	132.60	50.00	-82.60	
<b>77 Total Secretary</b>	<b>1783.27</b>	<b>1250.00</b>	<b>-533.27</b>	
<b>78</b>				
<b>79 Treasurer</b>				
80 Travel		50.00	50.00	
81 Hotel/Food		50.00	50.00	
82 Telephone	202.53	300.00	97.47	
83 Postage	235.03	150.00	-85.03	
84 Printing & Publishing		50.00	50.00	
85 Clerical Assist.	154.00	700.00	546.00	
86 Supplies.	33.74	250.00	216.26	
87 Other (Auditor)	1900.00	2000.00	100.00	
<b>88 Total Treasurer</b>	<b>2525.30</b>	<b>3550.00</b>	<b>1024.70</b>	
<b>89</b>				
<b>90 General Board Expenses</b>				
91 Travel	3246.12	6000.00	2753.88	
92 Hotel/Food	2416.44	6000.00		
93 Misc.	697.18	400.00	-297.18	
94 Insurance	3308.35	4500.00	1191.65	
95 Banking/Check	201.50	100.00	-101.50	
96 Teleconferences	1292.08	2100.00	807.92	
97 Scholarship	1000.00	1000.00	0.00	
98 Research Awards	100.00	500.00	400.00	
<b>99 Total General Board</b>	<b>12825.61</b>	<b>20600.00</b>		
<b>100</b>				
<b>101 TOTAL BOARD EXPENSES</b>	<b>20358.70</b>	<b>28650.00</b>	<b>8291.24</b>	
<b>102</b>				
<b>103</b>				
<b>104</b>				
<b>105</b>				
<b>106</b>				

CRLA Operating Budget July 1, 1996 - June 30, 1997

	A	B	C	D
107	Newsletter			
108	Telephone/FAX		50.00	50.00
109	Postage	1792.63	400.00	-1392.63
110	Printing/Publishing	464.87	3000.00	-2565.13
111	Supplies		40.00	40.00
112	Layout/Graphics	1310.00	1400.00	90.00
113	UPS		60.00	60.00
114	Total Newsletter	3567.50	4950.00	1382.50
115				
116				
117	JCRL (Journal)			
118	Telephone		100.00	100.00
119	Postage	552.96	1500.00	947.04
120	Printing	10535.87	8200.00	-2335.87
121	Clerical	150.00	1000.00	850.00
122	Supplies		200.00	200.00
123	Misc.	1094.73	1000.00	-97.73
124	Total JCRL	12333.56	12000.00	-333.56
125	Total Publications	15901.06	16950.00	1048.94
126				
127				
128	General Organization Exp.			
129	Postage	50.00	50.00	0.00
130	Supplies		50.00	50.00
131	Misc.		150.00	150.00
132	Bonding		450.00	450.00
133	Total General Organization	50.00	700.00	650.00
134				
135				
136	Awards/Fund Raising			
137	Plaques	295.00	400.00	105.00
138	Postage	43.88	50.00	6012.00
139	Printing		100.00	100.00
140	Total Awards/Fund Raising	338.88	550.00	211.12
141				
142				
143	Archives			
144	Postage/Shipping	9.14	75.00	65.86
145	Supplies		60.00	60.00
146	Conversion		500.00	500.00
147	Total Archives	9.14	635.00	625.86
148				
149				
150	Nominations/Elections			
151	Postage	330.40	350.00	19.60
152	Telephone		50.00	50.00
153	Clerical	54.00	50.00	-4.00
154	Printing	184.54	300.00	115.46
155	Total Nominations/Elections	568.94	750.00	181.06
156				
157				
158				
159				

CRLA Operating Budget July 1, 1996 - June 30, 1997

	A	B	C	D
<b>160</b>	Tutor Certification			
<b>161</b>	Clerical	900.00	900.00	0.00
<b>162</b>	Postage	860.30	800.00	-60.30
<b>163</b>	Printing & Publishing		200.00	200.00
<b>164</b>	Supplies	32.12	150.00	117.88
<b>165</b>	Telephone	48.04	200.00	151.96
<b>166</b>	Other (Handbook Reprint)	1133.11	750.00	-381.11
<b>167</b>	Outstanding Tutor Award (T.Pasternak)	250.00	250.00	0.00
<b>168</b>	Misc	50.00		-50.00
<b>169</b>	<b>Total Tutor Certification</b>	<b>3273.57</b>	<b>3250.00</b>	<b>-23.57</b>
<b>170</b>				
<b>171</b>	Other Committees/Representation			
<b>172</b>	Standards Ad-hoc Comm		500.00	500.00
<b>173</b>	Communications Task Force		250.00	250.00
<b>174</b>	Sponsored Research		50.00	50.00
<b>175</b>	Political Action Coord		50.00	50.00
<b>176</b>	Prof. Assoc. Liaison Coord	254.50	100.00	-154.50
<b>177</b>	CAS Representative			
<b>178</b>	Travel -- 100			
<b>179</b>	Hotel/Food	300	270.76	
<b>180</b>	Registration	125	140.00	
<b>181</b>	CAS Membership	200	200.00	
<b>182</b>	Misc	75	14.56	
<b>183</b>	<b>Total CAS Rep</b>	<b>4025.32</b>	<b>800.00</b>	<b>147.68</b>
<b>184</b>	<b>Total Committees/Represent</b>	<b>879.00</b>	<b>1750.00</b>	<b>843.18</b>
<b>185</b>				
<b>186</b>	Membership Coordinator			
<b>187</b>	Telephone/FAX	400.00	1000.00	600.00
<b>188</b>	Postage	154.58	500.00	345.42
<b>189</b>	Printing/Publishing	216.87	600.00	383.13
<b>190</b>	Computer Supplies	100.00	200.00	100.00
<b>191</b>	Supplies	27.87	500.00	472.13
<b>192</b>	Clerical Assistance	359.13	2000.00	1640.87
<b>193</b>	Misc	246.55	0.00	-246.55
<b>194</b>	<b>Total Membership Coord</b>	<b>1505.00</b>	<b>4800.00</b>	<b>3295.00</b>
<b>195</b>				
<b>196</b>	States & Regions Coord			
<b>197</b>	Travel		650.00	
<b>198</b>	Hotel/Food		200.00	
<b>199</b>	Telephone	242.27	500.00	
<b>200</b>	Postage	348.51	200.00	
<b>201</b>	Misc	200.00		
<b>202</b>	Supplies		200.00	
<b>203</b>	<b>Total States&amp; Regions Coord</b>	<b>790.78</b>	<b>1750.00</b>	<b>959.22</b>
<b>204</b>				
<b>205</b>	Directors			
<b>206</b>	Misc			
<b>207</b>	Special Requests	1000.00	1500.00	500.00
<b>208</b>	Supplies/printing	25.89	500.00	474.11
<b>209</b>	Board travel to states/regions	356.32	1500.00	1143.68
<b>210</b>	<b>Total Directors</b>	<b>1382.21</b>	<b>3500.00</b>	<b>2117.79</b>
<b>211</b>				
<b>212</b>				

## CRLA Operating Budget July 1, 1996 - June 30, 1997

ACTUAL      BUDGET

	A	B	C	D
213	SIG Coordinator			
214	Postage	31.24	125.00	93.76
215	Supplies		25.00	25.00
216	Telephone		25.00	25.00
217	Total SIG Coordinator	31.24	175.00	143.76
218				
219	SIG Leaders			
220	Postage	20.50	600.00	526.74
221	Printing/Publishing	31.01	700.00	668.99
222	Supplies	1.71	100.00	98.29
223	Misc			
224	Total SIG Leaders	53.22	1400.00	1346.78
225				
226				
227	TOTAL EXPENSES	45,142.62	64,860	19717.08
228				
229				
230				
231	Income/Assets			
232	Expenses			
233	Balance			
234				
235	INCOME / ASSETS	186,018.36		
236	EXPENSES	45,142.62	64,860	19717.08
237	BALANCE	65,875.74	61,982.74	3893.00
238				
239				
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CRLA Board Meeting

OCT 22, 1984  
Sacramento, CA

Attachment A

2 pages

# COLLEGE READING & LEARNING ASSOCIATION

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

## **COLLEGE READING AND LEARNING ASSOCIATION**

CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college/adult level. Inherently diverse in membership, CRLA's most vital function and over-all purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

CRLA members give practical application to their research and promote the implementation of innovative strategies to enhance student learning. In a spirit of community, members share each other's successful experience so that they can benefit from it and learn from other's critical research so efforts will not be duplicated.

We invite any individual who belongs to a faculty or administration of a public or private college or university and who has an interest in college learning assistance and developmental education to join the College Reading and Learning Association. A membership application is included in this brochure.

## **GOALS**

The goals of CRLA are to continue to provide mediums for dialogue among professionals; to cooperate and coordinate with other professional organizations in these and related fields; to increase the tools available to improve student learning; to provide information and consultants to bodies enacting legislation directly related to college reading, learning assistance, developmental education and tutorial services; and to act to ensure an environment where effective learning can take place.

## **SERVICES**

To meet these goals, CRLA offers the following services to its membership:

- ★ opportunities to share research and ideas through publications
  - ☆ the *Journal of College Reading and Learning*
  - ☆ the *Newsletter*
- ★ opportunities for professional growth and job improvement
  - ☆ the annual CRLA conference: institutes and sectionals, publishers' exhibits, lunch with a mentor, campus on-site visits, campus program exhibits, computer fair
  - ☆ regional meetings
- ★ opportunities to pursue specific areas of interest through Special Interest Groups, such as:
  - ☆ Cognitive Psychology
  - ☆ Computer Technology
  - ☆ Learning Assistance Center Mgmt.
  - ☆ Peer Tutoring
- ★ opportunities to adopt and adapt practices
  - ☆ program guidelines
  - ☆ program evaluation services
- ★ opportunities for career development
  - ☆ professional exchange program
  - ☆ career placement service
- ★ opportunities to contribute to a growing professional organization through the membership resources directory.



## HISTORY

CRLA (formerly named WCRLA) was officially organized in 1967 to meet the problems and challenges which are unique in teaching reading at the post-secondary level. While other educational organizations had addressed the problems of elementary and secondary reading instruction, college reading teachers felt a need for professional interchange with colleagues in reading and related areas. A College Conference on Reading was held in November 1966, at San Bernadino Valley College and plans for CRLA emerged. A charter was drawn and the constitution adopted in March 1967, for the organization known originally as the Western College Reading Association. In order to reflect the interests and geographical location of the membership, the name was changed at the annual business meeting in 1983 to Western College Reading and Learning Association and finally in 1989 to the College Reading and Learning Association.

In recent years, CRLA has expanded its programming to include the related areas of learning assistance, study skills, developmental education, and tutorial assistance. CRLA has membership from all regions in the United States, the Canadian provinces and several European and Asian countries.

- \* Visit our conference web site: <http://www.mscd.edu/~crla>  
and our home page: [www.chemek.cc.or.us/crla](http://www.chemek.cc.or.us/crla)  
for the latest information.

CRLA is a Member of the American Council  
for the Advancement of Standards in Higher  
Education. (CAS)

# APPLICATION FOR 1998 CRLA MEMBERSHIP

Dues are \$40.00 U.S. per year, which includes subscription to the NEWSLETTER (3 issues) and the JOURNAL OF COLLEGE READING AND LEARNING (2 issues)

New

Renewal

This is a new mailing address

Mr.

Name: Ms. \_\_\_\_\_ Member since \_\_\_\_\_  
Dr.

Send mail to  Home or  Business address (check one). Please include country, if outside the U.S.

Home address

No.

Street

City

State

Zip

Phone: ( ) \_\_\_\_\_

Name of College / University / Business \_\_\_\_\_

Address

No.

Street

City

State

Zip

Phone: ( ) \_\_\_\_\_

Current position/title \_\_\_\_\_

FAX # ( ) \_\_\_\_\_ E-Mail address \_\_\_\_\_

I would like to join the following Special Interest Groups (SIG's):

*Dues for each SIG are an additional \$5.00 per year. You must be a member of CRLA to join SIG's.*

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Cognitive Psychology               | <input type="checkbox"/> Critical Thinking                          | <input type="checkbox"/> Learning Assistance Center Management | <input type="checkbox"/> Multicultural Issues  |
| <input type="checkbox"/> College Reading                    | <input type="checkbox"/> Developmental/Basic Writing                | <input type="checkbox"/> Learning Disabilities                 | <input type="checkbox"/> Peer Tutoring         |
| <input type="checkbox"/> Computer Technology                | <input type="checkbox"/> Emotional/Motivational Aspects of Learning | <input type="checkbox"/> Liberal Arts Universities/ Colleges   | <input type="checkbox"/> Research & Evaluation |
| <input type="checkbox"/> Counseling & Helping Relationships | <input type="checkbox"/> English as a Second/ Foreign Language      | <input type="checkbox"/> Mathematics Tutorial                  | <input type="checkbox"/> Teaching Excellence   |
|   |   |  | <input type="checkbox"/> Workforce Literacy    |

Donation to CRLA Scholarship Fund  \$1.00  \$5.00  \$10.00 \$ \_\_\_\_\_ (specify other)

## TOTAL FEES

### OTHER CRLA PROFESSIONAL PUBLICATIONS

- |  |                         |          |
|--|-------------------------|----------|
| <input type="checkbox"/> A Glossary of Developmental Education Terms | Membership              | \$ _____ |
| .....\$5.00  | SIG's @ \$5 per SIG     | _____    |
| <input type="checkbox"/> Tutor Training Handbook                     | Scholarship Fund        | _____    |
| .....\$20.00   | Other CRLA publications | _____    |

### JOURNAL OF COLLEGE READING AND LEARNING

- |  |                       |          |
|--|-----------------------|----------|
| <input type="checkbox"/> Library Subscription Only - 1 year (current year).....\$30.00 | TOTAL in U.S. dollars | \$ _____ |
|--|-----------------------|----------|

Please Mail Remittance to: CRLA TREASURER, Sylvia Mioduski  
University Learning Center, P.O. Box 210041, University of Arizona, Tucson, AZ 85721-0041

I hereby give my permission for CRLA to give/sell my name and address to outside educational publications and organizations for mailing purposes.

Yes \_\_\_\_\_ No \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

# CRLA EXECUTIVE BOARD

## 1997 - 1998

### PRESIDENT

Kathy Carpenter  
Learning Center - 905 W. 25th Street  
University of Nebraska at Kearney  
Kearney, NE 68849

### PAST PRESIDENT & COORDINATOR OF STATES/REGIONS

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### PRESIDENT-ELECT & 1998 SALT LAKE CITY CONFERENCE CHAIR

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### 1997 - 1998

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#### By-Laws Chair

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## 1998 SALT LAKE CITY CONFERENCE CHAIR

Grant Richards  
Utah Valley State College  
Orem, UT 84058

CRLA Board Meeting  
OCT 20 1997  
Sacramento, CA  
Attachment E  
13 pages



## **College Reading and Learning Association Strategic Plan**

**Draft Document  
October 1997**

Attached is the initial draft of the Strategic Plan, presented at the 30th Annual Conference of the College Reading and Learning Association in Sacramento, California. It is presented to the membership for discussion so that suggested comments for revision may be included in the final document.

**Patricia Mulcahy-Ernt  
University of Bridgeport**

**Becky Johnen  
Northern West Virginia Community College**

**Karen Smith  
Rutgers University**

# **College Reading and Learning Association Strategic Plan**

**Draft Document  
October 1997**

## **INTRODUCTION**

The College Reading and Learning Association is committed to developing a strategic plan to guide the organization. This strategic plan is envisioned as a five-year plan which will be reviewed on an annual basis.

In the spirit of informed decision-making, this draft will be under review by all the constituent groups in the organization as a step toward the adoption of the formal Strategic Plan.

In 1992-93 the framework for the association's strategic plan was developed. The 1995-96 and 1996-97 Executive Boards reviewed the framework and determined that in order to operationalize it, the following needed to be developed: (1) goals needed to be updated and (2) strategies, action plans and timelines to meet the goals needed to be established.

Presented for membership review is the first draft of the Association's Strategic Plan with the following components: mission statement, values, goals, and strategies. When appropriate, suggested timelines are presented as initial guideposts for the implementation of the strategies.

## CRLA Strategic Plan

### MISSION STATEMENT

The mission of the College Reading and Learning Association (CRLA) is to provide a forum for the interchange of ideas, methods, and information to improve teaching, learning and research in postsecondary educational environments.

As a dynamic community of professionals in the fields of reading, learning assistance, developmental education, and tutorial services, we seek to give practical application to research and to promote the implementation of innovative strategies that enhance college student learning and teaching in order to make a positive difference in the lives of students.

### VALUES

College Reading and Learning Association members recognize the uniqueness of individuals and celebrate the diversity of our membership. We seek to develop a sense of community, and establish resourceful and cooperative arrangements with each other and others in the field. We are innovative in our approaches to teaching and learning. We seek to create and sustain a climate of caring and respect for all members of our profession. We are facilitative, responsive, and collegial in our approach.

## GOALS

1. The College Reading and Learning Association will provide high quality professional development opportunities for those working in the fields of postsecondary learning, teaching, and research in reading, learning assistance, tutorial services, and all aspects of developmental education.
2. The College Reading and Learning Association will foster inquiry on topics that impact on student learning in postsecondary environments and will disseminate findings to the membership at large.
3. The College Reading and Learning Association will define the role of technology in related service delivery, professional development and communication among constituent groups and develop the means for implementation.
4. The College Reading and Learning Association will diversify its membership. Diversity within the organization is reflected by professionals who represent underrepresented groups, the various position classifications, institutional types, the various position classifications, and size, and geographic regions of the United States and Canada and other countries.
5. The College Reading and Learning Association will collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.
6. The College Reading and Learning Association will be a responsibly, effectively and efficiently managed organization. The Executive Board of Directors will be accountable and responsive to the membership and conscientiously uphold the Constitution and By-Laws.

## GOAL 1

**The College Reading and Learning Association will provide high quality professional development opportunities for those working in the fields of postsecondary learning, teaching, and research in reading, learning assistance, tutorial services, and all aspects of developmental education.**

### Strategies

The annual international conference will serve as a premier opportunity for learning about current research, pedagogy, programs, and emerging technology relevant to the organization's focus in postsecondary-level education.

Annual regional and state conferences in each geographical area of North America will serve as a vehicle for membership on the regional level and for professional development.

Both the annual national and regional conferences will feature state-of-the-art research, present strategy-focused papers to show the application of theory in practical settings, invite speakers who are making significant contributions to the field at large, and will promote both theoretical and practical knowledge about reading, developmental education, learning assistance, and tutorial services in order to provide professional development opportunities to those in the field.

In order to keep the organization on the cutting edge the keynote speakers at the national conference will reflect current issues, topics that challenge the thinking in the field, and/or topics that are representative of new movements in the field.

An underlying theme in the planning of the annual conference will be how learners learn, particularly in post-secondary settings.

Every three years the College Reading and Learning Association will present Symposia on Teaching and Learning that provide opportunities for professional development in the field.

The CRLA *Newsletter* and the *Journal of College Reading and Learning* will serve as the organization's primary print media for informing the membership of research in the field and activities of the organization so that the membership may be informed of professional developments in the field.

The College Reading and Learning Association will support collaborative efforts in the professional development of those in the field, including national research conferences and institutes.

Information about the guidelines and standards for programs endorsed by the Council for the Advancement of Standards will be disseminated to the membership.

The CRLA Standards Task Force will initiate, develop and disseminate content standards for curriculum development for college developmental reading, writing, mathematics and relevant study skill areas in order to extend standards developed by others in the field (for example, those developed by IRA, NCTE, and NCTM other professional organizations) by July 1, 1999 and annually review such standards.

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## GOAL 2

The College Reading and Learning Association will foster inquiry on topics that impact on student learning in postsecondary environments and will disseminate findings to the membership at large.

### Strategies

Special Interest Groups (SIGs) will be encouraged to initiate research and inquiry into their specific and unique areas of interest and to publicize their findings to the membership.

The CRLA membership will initiate new SIGs that are relevant to the fields represented by the College Reading and Learning Association.

Task Force groups will be appointed by the Board of Directors on an as-needed basis to investigate new and relevant topics within a specific time frame. [For example, a task force might be appointed to investigate undeveloped areas of support for students facing new learning experiences via courses on the internet and to make recommendations relevant to CRLA's role in training members who will be asked to support this learning concept.]

The College Reading and Learning Association will investigate the feasibility of publishing monographs, particularly those that disseminate the work of task force groups or SIG member research.

The *Journal of College Reading and Learning* will continue to present the best of the research conducted in the field, as well as outstanding papers on philosophical and theoretical issues of the fields represented by the membership.

Information on new understandings and revelations in the field will be presented as news in the CRLA newsletter, including reviews of publications pertinent to the membership.

Research and presentations on aspects of how learners learn will be encouraged through all components of the organization, including the journal, the newsletter, SIGs, task force groups, monographs, and conferences.

Exploration by the Executive Board of Directors will focus on expanding The CRLA Award for Distinguished Research will be expanded, with one award presented for publication of original research relevant in the fields of the membership and one award presented for outstanding publication of theoretical positions.

The Executive Board of Directors will encourage members to identify key topics on new developments in learning, which then will be addressed appropriately through the initiation of a task force or through conference strands or other means.

The Executive Board of Directors will explore the need for and potential use of dedicated listserves to focus on specific areas of learning issues.

The Executive Board of Directors will continue in its efforts to place the *Journal of College Reading and Learning* in college and university libraries.

## CRLA Strategic Plan

### GOAL 3

**The College Reading and Learning Association will define the role of technology in related service delivery, professional development, and communication among constituent groups and develop the means for implementation.**

#### Strategies

The Executive Board of Directors will continue the development of the CRLA website and expand its informational base, including the listing of officers, state and regional leaders, SIG leaders, and committee and Task Force chairs with their addresses, phone numbers and e-mail addresses, and a description of each of the committees so that the website will be fully operational by January 1, 1999.

Through the CRLA website members will be able to learn about the developments in each Special Interest Group and about the activities in the States and Regions.

Through the CRLA website members will be able to learn about the annual conference and the conference presentations.

The Executive Board of Directors will support the development of an electronic list of resources, people, and sites using emerging technologies, for the purpose of encouraging members to educate themselves with regard to learning about new technological developments.

The Executive Board of Directors will foster support for the use of e-mail as a means of communication within organization groups, the including Special Interest Groups, task force groups, state and regional organizations, and committees.

The Executive Board of Directors will encourage the investigation of the internet as a teaching tool and the implications that this development will have on the provision of services provided by members in their institutions.

Through annual conference workshops and institutes, members will be able to explore new methods and procedures for providing website learners with assistance and learn about research and exploration capacities through the web.

During the annual conferences, institutes on all aspects of the use and impact of technology and learning will be offered.

The Executive Board of Directors will investigate the implications of and support the development of electronic forums for discussion among the membership.

The Executive Board of Directors will explore video conferencing as a means of hosting distance conversations regarding topics relevant to the membership.

## GOAL 4

The College Reading and Learning Association will diversify its membership. Diversity within the organization is reflected by professionals who represent underrepresented groups, the various position classifications, institutional type and size, and geographic regions of the United States and Canada and other countries.

### Strategies

The Executive Board of Directors will establish an overall membership goal and state/regional membership goals for the College Reading and Learning Association on an annual basis.

Committees within the organization will reflect diversity.

The Executive Board of Directors will develop a marketing and recruitment plan for the College Reading and Learning Association by January 1, 1999. Board members, chapter presidents, state/regional directors, professional association liaisons, special interest group leaders, and committee chairs will be trained on the implementation of the marketing and recruitment plan.

The Executive Board of Directors will support the development of a recruitment packet by January 1, 1999 to be disseminated to Board members, chapter presidents, state/regional directors, professional association liaisons, special interest group leaders, and committee chairs for use in their recruitment efforts.

The Membership Coordinator will monitor membership on a monthly basis and will annually publish, by state and region, a report on CRLA's membership.

The Executive Board of Directors will develop by January 1, 2000 an "each one recruit one" recruitment campaign.

The Professional Association Liaison Committee will incorporate into its mission, purpose, and goals a recruitment function.

Members will be encouraged, in general and through CRLA groups such as SIGS, PALS, and Chapters, to promote CRLA at other conferences they may attend throughout the year through the use of the display board and other Association materials.

The use of the state and regional networks and conferences as a means to generate membership will be established.

The Multicultural SIG will assist the College Reading and Learning Association in identifying underrepresented groups and will assist with the development of strategies to recruit members from underrepresented groups.

The Executive Board of Directors will institute a mentorship program designed to promote participation of new people in CRLA, beginning with the 1999-2000 association year.

## CRLA Strategic Plan

The CRLA Secretary will send a special mailing to those with one or two-year lapsed membership in order to encourage these former members to renew their membership.

### GOAL 5

**The College Reading and Learning Association will collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.**

#### Strategies

The College Reading and Learning Association will support the efforts of the American Council of Associations of Developmental Education and will regularly send an Executive Board member to all meetings. The College Reading and Learning Association will host a Council meeting at each of its annual conference.

The College Reading and Learning Association will maintain current collaborative agreements attained through the Professional Association Liaison (PAL) Committee and Executive Board actions.

Through the PAL Committee, the College Reading and Learning Association will establish at least five collaborative agreements with organizations of similar professional interest in the next five years.

The CRLA Conference Program Chair will provide a PAL forum at each annual conference so that new professional contacts can be made and current issues of mutual interest can be identified.

Members formally serving as a Professional Association Liaison for an organization external to CRLA will attend the annual conference of that organization, display CRLA information at that conference and promote CRLA through an exhibit or conference session, meet with leaders of that organization, and report those outcomes to the CRLA Executive Board through the PALs Committee Chair.

The College Reading and Learning Association will support regional efforts to sponsor regional conferences and meetings with other professional organizations and establish a plan to do so.

On a periodic basis, the College Reading and Learning Association will conduct joint conferences, symposiums, seminars at the state, regional, and national level with organizations of similar interests.

The College Reading and Learning Association will establish a political liaison network.

On a periodic basis, the College Reading and Learning Association through the Executive Board of Directors and the Political Liaison Network will disseminate information concerning policy issues and pending legislation to all members and collaborating organizations.

At the 1999 annual CRLA conference, a training program for Association members and leaders concerning political advocacy will be held.

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## CRLA Strategic Plan

On a regular basis, the Executive Board of Directors will share information related to the Association's efforts with policy makers at the state and national level.

The College Reading and Learning Association through the Executive Board of Directors and the Political Liaison Network will serve as an information resource for policy makers at the state and national levels by giving testimony, drafting legislative language, and by conducting research about policy issues.

### GOAL 6

**The College Reading and Learning Association will be a responsibly, effectively and efficiently managed organization. The Executive Board of Directors will be accountable and responsive to the membership and conscientiously uphold the Constitution and By-Laws.**

#### Strategies

##### Area 1: Planning

The Executive Board of Directors will review and revise the CRLA Strategic Plan every five years.

The Executive Board of Directors will annually review the CRLA By-Laws and create recommendations for changing the By-Laws in the form of a ballot for the membership.

The Executive Board of Directors will create a set of recommendations for creating a standardized format for committee and organizational annual reports, for disseminating the reports at the annual conference and in the *CRLA Newsletter*, and for using them for future Board actions.

The Executive Board of Directors and Committee Chairs will create a Master Calendar of national and regional events and publish this calendar in the *CRLA Newsletter*.

##### Area 2: Leadership

The Executive Board of Directors and Committee Chairs will annually review and revise the CRLA Job Descriptions for all Executive Board Members, Chairs of Standing and Ad Hoc Committees, Special Interest Group Leaders, and State/Regional Director and Chapter Presidents. The Job Descriptions will include clear descriptions of the role and responsibilities; each volunteer will have a reasonable workload, a clear definition of the length of service, and a clear description of the duties associated with the position.

All members within the organization will be encouraged to serve throughout the organization. The Committee Chairs are to be appointed by the President in counsel with the Executive Board; committee members are to be selected by the Committee Chair and approved by the Executive Board of Directors.

## CRLA Strategic Plan

On an annual basis the Executive Board of Directors will implement the use of the Membership Resources form in order to survey the membership about their interests in participating on the various committees and their interests in serving in a leadership role.

On an on-going basis the Executive Board of Directors will promote the involvement of past Board members in serving in the organization.

During the annual conference leadership training for those serving on regional and national leadership roles will be provided.

Each Committee Chair and Executive Board Member completing his/her term will provide transition assistance to those who are beginning the term. Included in this transition will be a packet of materials and correspondence informing the new Chair or Board Member of past activities.

All Committee Chairs will be invited to attend Executive Board of Directors' meetings during the annual conference.

On an on-going basis the Executive Board of Directors will give clear and consistent guidance to the editors of the *Newsletter* and the *Journal of College Reading and Learning*.

On an on-going basis the International Tutor Certification Program will promote the certification process of tutors both within the College Reading and Learning Association and external to it.

The International Tutor Certification Program will regularly update the requirements of the certification process, insuring that the latest research in tutoring strategies and program management are part of the guidelines.

### **Area 3: Conference Management**

In order to provide a smooth transition between conferences and to facilitate the conference planning process, two planning kits will be developed and updated on an annual basis. One kit will be given to the incoming president-elect after he/she has been elected; the other kit will be used by the President-Elect throughout his/her term. Each kit will be updated on an annual basis.

The President-Elect will monitor the creation and progress of all committees that are planning and managing the annual national conference so that all committee members are adhering to well-planned timelines and established guidelines, have clear definitions of their assignments, and have reasonable workloads.

The Executive Board of Directors will insure that the conference budget is well-managed and that expenses are reasonable.

### **Area 4: Publications**

In consultation with the editors of the CRLA *Newsletter* and the *Journal of College Reading and*

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## CRLA Strategic Plan

*Learning*, the Executive Board of Directors will develop a publications plan in order to coordinate the content, delivery, and purpose of the various types of publications in the organization. This plan will be reviewed on an annual basis. Included in this plan should be a description of the *Journal of College Reading and Learning* as a publication that focuses on current theory and research; a description of the *Newsletter* as the vehicle for informing members about what has happened, is happening, and will be happening; and a description of a monograph series for special topics.

All publications, such as the association's journal, newsletters, and monographs, will be professional in content and format and will be delivered to the membership in a timely fashion.

In consultation with the editors of the CRLA *Newsletter* and the *Journal of College Reading and Learning*, the Executive Board of Directors will develop a publications advertising plan.

The College Reading and Learning Association will create a publishing arm for the field.

The ideas and quality of all printed communications in the association on both the national and regional levels will strive to be of high quality.

### **Area 5: Member Resources**

The College Reading and Learning Association will have a reliable, centralized membership database, including designations for appointments and committee memberships. This database will also include the length of membership in the association and on various committees and in various offices.

The Membership Coordinator will send a membership form to past Board members (who hold lifetime status) so that they can update their membership information.

### **Area 6: Fiscal Management**

The College Reading and Learning Association will operate with a balanced budget every year and ensure that the expenditure of assets are for the membership's benefits.

The Executive Board of Directors will investigate means of increasing revenue in order to support new initiatives.

Any member of the organization with fiscal responsibilities will be held accountable for a formal report and accounting of the expenditures and of the benefit to the association.

Any member who is approved for an expenditure will be held accountable for a report and accounting of expenses and of the benefit to the association.

### **Area 7: Communications**

The Communications Task Force will foster, investigate, and strengthen the communications among Committee Chairs in dialogue with the Executive Board of Directors.

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## CRLA Strategic Plan

A directory of all the committee chairs and members, including addresses, phone numbers, and e-mail addresses will be created for dissemination to the membership at large through print and electronic publications.

In each CRLA *Newsletter* a column will be devoted to descriptions and highlights of Board actions.

Electronic communications, including e-mail, the CRLA web site, and a listserve, will be used by the Executive Board of Directors, State/Regional Directors and Chapter Presidents, SIG Leaders, Committee Chairs, and the general membership for on-going dialogue at both the regional and national levels about membership concerns and needs.

A member of the Executive Board of Director will be an active participant on the LRNASST listserve.

Summaries of Executive Board of Director meetings and teleconferences will be sent to all those holding leadership positions within the organization and to Past Board members who request them.

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## COLLEGE READING AND LEARNING ASSOCIATION

### BOARD MEETING Tuesday, October 21, 1997 Sacramento, California Summary of Minutes

#### Red Lion Hotel

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-site Chair, Sacramento Conference*; Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*.

Those listed above met with the staff of the Doubletree Hotel from 8:30 to 9:00 a.m. Vince and Kathy continued to meet with hotel staff until 10:00. Rosalind and Marilyn met separately from 9:00 to 10:15 as did Pat M-E and Mike. The entire board then reconvened in Room Folsom 500 at 10:30.

#### 1. Conference Numbers Update

There were 418 registrants for the conference as of Friday, October 17. The room requirements stipulated in the hotel contract are satisfied. Thus, all meeting rooms will be complimentary.

To prevent unwanted and unprofessional solicitation at CRLA conferences, the board moved that only board-approved items may be distributed to members during any conference session. This means all materials accompanying a presentation which has been accepted through the program committee may be distributed. However, items catering to personal agendas such as anti-abortion flyers, may not.

The board discussed the sale of general merchandise such as crafts in the exhibit area.

#### 2. President's Report

In his verbal report, Vince summarized the current projects (developing a LAC monograph, developing long-term goals and a strategic plan for CRLA, maintaining web sites) and listed the new initiatives begun in the past year (inception of an exhibits chair, locating a mailing service, finding cheaper phone rates). He praised the smooth operation of our two publications, the *Newsletter* and the *Journal of College Reading and Learning*. In addition, he recommended developing a streamlined and complete conference planning packet, lengthening the transition time from one officer to the next, and building up and supporting professional activity in the states and regions. He noted how Kathy had adjusted the Sacramento conference program to foster cohesion amongst state/regional members.

#### 3. By-Laws Chair

Donna Wood submitted an annual report. Her term of office has concluded; this position is now vacant. The board is seeking a past board member for the next 3-year term since the work would include tracing the overlap which has occurred between the constitution and the by-laws.

#### 4. Mailing Service

Vince has written a letter to all CRLA officers informing them that CRLA will no longer use Neighborhood Data and Mail of Denver, CO as the mailing service. Requests for labels and database updates will continue to be handled by Rosalind until a new service is found.  
(See minutes from the meeting of Monday, Oct. 20.)

**6. Council for the Advancement of Standards (CAS)**

Martha Maxwell submitted a report on her activity as CRLA representative on CAS during the past year.

Becky Johnen, CRLA's new CAS rep, stated that CAS is requesting a report from each member association about how standards are being used. Our report will describe the International Tutor Certification Program. Becky noted that, in CAS meetings so far, standards are being perceived as guidelines only and not as certification requirements as some fear.

**7. Professional Association Liaisons (PALs) Report**

Becky Johnen presented her annual report for the PALs committee. She will look for new members for the committee during the conference. She suggested talking with the executive of professionally related groups, such as AMATYC, the American Math Association of Two-Year Colleges, to seek collaborations.

The PALs coordinator will assume the responsibility for annually updating CRLA's formal agreements of collaboration. These agreements involve items such as the relationship between the executives and display space at conferences. CRLA currently has agreements with the Midwest Colleges Learning Centers Association (MCLCA) and the National Association for Developmental Education (NADE).

**8. Exhibits Chair**

Donna Wood is the new Exhibits Chair for a three-year term. The board discussed with her their conceptualization of the position and described some of the problems which should be alleviated by having one person in this capacity for three years. Donna will compose a job description and submit it to the board.

**9. Miscellaneous**

Election ballots are to be counted by the chair of the Elections Committee and two CRLA members who live in the vicinity of the chair.

Becky Johnen confirmed what outgoing members of the board receive as tokens of thanks for service. (See discussion in the minutes of Monday, Oct. 20.)

In anticipation of tomorrow's presentation by Karen Smith and Frank Christ on developing the monograph about establishing learning assistance centers, the board discussed how the project has evolved.

**The meeting adjourned at 4:45 p.m.**

The minutes of this meeting were approved December 12, 1997.

# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD MEETING Tuesday, October 21, 1997 Sacramento, California Minutes

### Red Lion Hotel

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-Site Chair, Sacramento Conference*; Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*.

Those listed above met with staff of the Doubletree Hotel from 8:30 to 9:00 a.m. (*Attachment A*) Vince and Kathy continued to meet with them until 10:00 a.m. Rosalind and Marilyn met separately from 9:00 to 10:15 a.m. as did Pat M-E and Mike. The whole board reconvened in Folsom 500 at 10:30 a.m.

### 1. Conference Report

#### *Update on Numbers*

Kathy updated us on the number of rooms booked at the Doubletree and at the overflow hotel, the Red Lion. We have met the room requirements stipulated in the contract. This means all our meetings rooms are complimentary.

There are 418 registrants for the conference as of Friday, October 17.

Because the hotel reduced some of the room rates, certain amenities such as complimentary fruit baskets were dropped. Kathy will ensure the 3 guest speakers, Vincent Tinto, Walter Pauk and Robert Sherfield will receive fruit baskets in their rooms.

Vince advised us that we need to be sensitive to those staying at the Red Lion because there is no shuttle service.

#### *Unwanted Solicitation*

Kathy described how unwanted and unprofessional solicitation was distributed at the recent NADE conference and suggested CRLA institute a policy to prevent this.

**Kathy moved the board adopt a policy whereby only board-approved items can be distributed to members during any conference session. Pat seconded. PASSED.**

A proposal which has been accepted for presentation at the conference implies that materials related to it are approved. However, items catering to personal agendas, such as anti-abortion flyers, are not approved.

## **2. President's Report**

### *Current State*

Vince gave a verbal report. He summarized the projects CRLA is currently involved in (LAC monograph, goals and strategic plan, web pages) and listed the new initiatives started this past year (introducing an exhibits chair, locating a mailing service, finding cheaper phone rates). He praised the smooth operation of our two publications, the Newsletter and the Journal of College Reading and Learning, and of the ITCP.

### *Recommendations*

He recommended the development of a streamlined and complete conference planning packet, emphasizing that the conference is the board's most important priority to the members. He discussed how NADE uses a different model to plan their conference. The person who plans the NADE conference does not rotate into the presidency. However, Vince argued that a president who has taken a hands-on approach to planning the annual conference, such as CRLA's, is closer to the members and to the issues.

He recommended lengthening the transition time from one officer to the next, speaking of the difficulties moving from one presidential seat on the executive board to the next. Different tasks and skills are required for each; there is little or no carry-over. He recommended we build up the activity in the states and commended Kathy for adjusting the conference program to foster this.

## **3. Miscellaneous**

### *By-Laws Vacancy*

The position of By-laws Chair is vacant. The next term for this office would be project-oriented, focusing on correcting all dates in the by-laws, ensuring all changes are duly made and separating the duplications that have arisen between the by-laws and the constitution. Having a past board member fill this position would be best because that person would have some history and knowledge of CRLA's by-laws and constitution.

### *Counting Ballots*

We clarified for Pat that she needs to find two CRLA members in her locale to count the election ballots with her.

**We stopped for lunch at 12:00 p.m. and reconvened at 1:30 p.m.**

## **4. Mailing service**

### *Attachment B*

*Notifying CRLA Officers of Cancellation*

Vince described why Neighborhood Data and Mail does not want CRLA's business. It seems our database is too small for the company, and we require too many small edits. (See Monday, Oct. 20 item 3.) Vince has written a letter to all SIG, state and committee leaders telling them that this company will no longer be used by CRLA.

**Becky Johnen joined the meeting.**

**5. Tokens for Outgoing Board Members**

Becky Johnen confirmed what each officer receives when leaving office. (See Monday, Oct. 20, item 12.) A lifetime membership is given to all outgoing board members. When the President leaves the presidency to become the Past-President, he/she receives a plaque. In the past, there has been no consistency as to who awards the plaques.

**6. Council for the Advancement of Standards (CAS)** *Attachments C, D, D1, E*

Martha Maxwell submitted a report on her activity with CAS during the past year. Becky re-iterated that CAS caters to the K-12 curriculum.

*Report from CRLA to CAS*

CAS has requested a report from each member organization on what or how each one is using standards. Becky suggested describing the International Tutor Certification Program. She plans to finish the report by mid-November and will accept suggestions from the board on additional items to include in the report until then.

*Guidelines vs. Requirements*

Concern was voiced over how standards could be used to certify programs in the future. Becky stated that in CAS meetings so far, the tone has been one where standards are recommended as guidelines only, not as stringent certification requirements.

*Program vs. Curriculum Stds*

Becky recounted that CAS came to CRLA in the 1980's to see if we would join. At the that time, the answer was no.

Pat clarified that CAS oversees program standards whereas the committee that Judith Olson-Fallon has worked with dealt with curriculum standards.

**7. Professional Association Liaison (PALS) Report** *Attachments F, G*

*PALS' Expansion*

Becky presented her annual report for the Professional Association Liaison Committee. She has updated the list of PALs by deleting the non-active members and will be seeking new PALs during the conference. One of her recommendations is to talk to the executive of professionally-related groups to see what they can contribute to CRLA and how they might collaborate with us. One example of a related group is AMATYC, the American Math Association of Two-Year Colleges.

*Formal vs. Informal Liaisons*

We discussed the differences between formal and informal liaisons. Formal liaisons have signed agreements of collaboration (NADE, MCLCA). Display space at conferences and the relationship and level of discussion between the boards play a role in determining whether a liaison is formal or informal.

*Responsibility for Updating Agreements*

It was suggested that the PALs coordinator carry the responsibility for the annual update of the agreements of collaboration. Becky will do this and will add that task to the job description of the coordinator.

**Becky Johnen and Roz Bethke left the meeting at 3:00 p.m.**

*8. Past Officers*

The board supports Kathy's idea of organizing the past officers. We await the outcome of Friday's breakfast.

**We took a break from 3:15 p.m. to 3:45 p.m.**

*9. LAC monograph*

*Attachment H*

Vince prepared us for Karen Smith's and Frank Christ's presentation on Friday by recapping what has happened with the monograph so far. There was general concern that the monograph seems to have taken on radically different forms during its evolution. We will ask them to describe what has happened with the text and to suggest options for publication.

**Donna Wood joined the meeting at 4:15 p.m.**

*10. By-Laws*

*Attachment I*

Donna submitted an annual report.

*11. Exhibits Chair*

*Attachment J*

Vince spoke to Donna about the board's expectations for this new position of Exhibits Chair for which Carol Wills has laid the groundwork. Kathy explained some of the ins-and-outs of negotiating with the publishers, describing how she successfully engaged them to be corporate sponsors.

It was suggested Donna meet with the exhibitors during this conference to prepare her for work ahead. Donna has already prepared magnets with her business card and will distribute these to the exhibitors.

Vince, Pat and Kathy described some of the problems they encountered when organizing their respective conferences. They cited lack of continuity, both on the part of CRLA and the publishers, needing to know local fire codes and difficulties working with local drayage companies.

Donna will compose a job description and submit it to the board before December's conference call.

Kathy will send a letter to Donna's divisional dean.

**Donna Wood left the meeting at 4:40 p.m.**

**12. General Merchandise in Exhibits**

We weighed the pros and cons of selling general merchandise, such as crafts and perfume, in the exhibit area whether by the publishers or by local artisans.

**Sylvia moved the meeting be adjourned at 4:45 p.m. Rosalind seconded.**

These minutes were approved December 12, 1997.

**COLLEGE READING AND LEARNING ASSOCIATION**

**BOARD MEETING  
Tuesday, October 21, 1997  
Sacramento, California**

**List of Attachments to the Minutes**

- A. Doubletree Hotel Group Resume
- B. Letter from Vince Orlando to CRLA Officers re: cancelled contract with Neighbourhood Data and Mail
- C. CAS Annual Report submitted by Martha Maxwell
- D. CAS Report submitted by Becky Johnen
- D1. CAS Brochure
- E. The Book of Professional Standards for Higher Education, published by CAS  
(only one copy available)
- F. PALs Annual Report for 1996-1997
- G. Announcement of PALs meeting during conference
- H. Message from Karen Smith re: meeting with the board to discuss progress of LAC monograph
- I. By-Laws Chair's Annual Report for 1996-1997
- J. Donna Wood's Letter of Acceptance for Position of Exhibits Chair

**GROUP RESUME**  
**October 20, 1997**

**SALES CONTACT:** Shelly Nelson  
**CONVENTION SERVICES:** Kent Knaus

**Organization:** College Reading and Learning Association

CRLA Board Meeting  
OCT 21 1997  
Sacramento, CA  
Attachment A  
3 pages

**Contact:** Dr. Kathy Carpenter

**Function:** 30th Annual Fall Conference

**Official Dates:** October 17, 1997 - October 27, 1997

**Profile:** CRLA is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education and tutorial assistance at the college/adult level. CRLA's most vital function is to provide a forum for discussion of ideas and methods that improve student learning.

**Authorized Signatures:** Dr. Kathy Carpenter / Mr. Tom Dayton / Ms. Sylvia Mioduski

**Anticipated Attendance:** 300

DAY/DATE	Sun, 10/19	Mon, 10/20	Tue, 10/21	Wed, 10/22	Thur, 10/23	Fri, 10/24	Sat, 10/25	Sun, 10/26
<b>ROOMS BLOCKED</b>	0	10	80	175	240	250	180	10
<b>PICK-UP AS OF 10-15-97</b>	9	19	130	226	256	243	161	4
<b>CURRENT PICK UP</b>		24	135	239	273	256	170	6

Sacramento Inn:

10 18 19 17 7

**ROOM RATES:**

Single: \$89.00  
Double: \$89.00  
Triple: \$99.00  
Quad: \$109.00

**RESERVATIONS / FRONT DESK / GUEST SERVICES:**

1. By calling the hotel directly and by reservation cards.
2. Majority of group will arrive via airport (approx. 75%) and will require luggage assistance.
3. Check-in: throughout the day on Wednesday, October 22  
Check-out: by 12noon on Sunday, October 26
4. Attendees are avid readers of the USA Today. Expect many requests in Guest Services and Gift Shop.

**SPECIAL GUEST ROOM ARRANGEMENTS:**

Dr. Kathy Carpenter	AQQ	10/16 - 10/26	Direct bill room and tax; Incid on own
Tom Dayton	ADKN	10/20 - 10/26	Direct bill room and tax; Incid on own
Carol Pottoroff	SPR406	10/20 - 10/27	Comp room and tax; Incid on own
Nancy Tooker	AQQ408	10/20 - 10/26	Indiv on own for all charges
Dr. Walter Pauk	BQQN	10/21 - 10/26	Direct bill room and tax; Incid on own
Dr. Vincent Tinto	ADKN	10/22 - 10/24	Direct bill room and tax; Incid on own
Vince Orlando/Rosalyn Lee	AQQN	10/18 - 10/26	Direct bill room and tax; Incid on own
Sylvia Mioduski	AQQN	10/18 - 10/26	Direct bill room and tax; Incid on own
Patricia Mulcahy Ernt	ADKN	10/18 - 10/26	Direct bill room and tax; Incid on own
Rosalyn Bethke	BQQN	10/19 - 10/26	Direct bill room and tax; Incid on own
Marilyn Boughton	AQQN	10/18 - 10/26	Direct bill room and tax for four
nights;			On own for all other charges
Michael O'Hear	ADKN	10/19 - 10/26	Direct bill room and tax for three
nights;			On own for all other charges

**BILLING PROCEDURES:**

1. Individuals responsible for own room, tax, and incidental charges; except as noted above.
2. Direct Bill meeting and banquet charges to DB#:0144019

**SECURITY:**

1. Group will request to have the Sacramento room locked each evening at approximately 6:00pm and unlocked each morning at approximately 7:00am. Please ensure agents are aware of the requests.

**AUDIO-VISUAL / BUSINESS CENTER:**

1. Provide one complimentary wired microphone per day.
2. Client providing majority of own audio-visual.
3. Refer to authorized signers for additional charges.
4. Business Center to handle requests by attendees to check their e-mail.

**PURCHASING:**

1. No boxes expected to arrive.

**ENGINEERING:**

1. Phone line (dial 9 access) needed in the Capital Ballroom @ booth #115. Please have set by 12noon on Thursday, October 23 and remove at 5:00pm on Saturday, October 25. Reference telephone request memo dated 10-17-97.

**RESTAURANTS / R.J. GRIN'S:**

1. Group is on own for some meals. Refer to attached agenda.
2. Friday, October 24 a Past Officers group of 15 people have requested to have breakfast in the Coffee Garden at 7:00am. Additionally, an Editors group of 6 would also like to have breakfast at 7:00am on Friday, October 24.
3. Expect heavy breakfast business on Thursday, October 23 and Friday, October 24.

**BANQUETS:**

1. Group will provide own centerpieces for Friday luncheon and Saturday dinner. Following the Friday luncheon, centerpieces to be stored in the Sacramento room. Please assist in moving to/from the Sacramento room as necessary.
2. For all meals, no clearing during keynote speakers.

**NOTES:**

1. Technology seminars will be held on Wednesday, October 22 at American River College. Busses will load at the California Ballroom entrance.

**MEETING AGENDA:****Monday, October 20:**

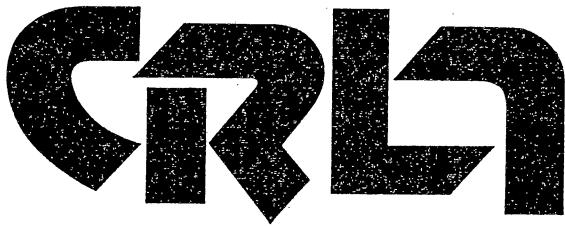
7:00 AM- 5:00 PM +	Boardroom/Office	12	Folsom 500
6:00 PM- 10:00 PM +	Storage		Sacramento

**Tuesday, October 21:**

7:00 AM- 5:00 PM +	Storage / Workshop Materials	Sacramento
7:00 AM- 5:00 PM +	Boardroom/Office	Folsom 500
8:00 AM- 5:00 PM	Board Meeting	Bear
8:30 AM-10:00 AM	Pre-convention Meeting	Salon 4
5:00 PM- 9:00 PM	Registration	Capital Foyer

**Wednesday, October 22:**

7:00 AM- 5:00 PM +	Boardroom/Office	10	Folsom 500
7:00 AM- 5:00 PM +	Storage / Workshop Materials	Sacramento	
8:00 AM- 1:30 PM	Chairperson Orientation	10	Bear
8:00 AM- 2:00 PM	Leadership Meeting and Lunch	30	Salon D
8:00 AM-10:00 PM	Registration	flow	Capital Foyer
9:00 AM- 9:30 PM	Pre-Conference Institute Meetings	60 each	Salon 1,2,3,4



**College  
Reading &  
Learning  
Association**

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Board Meeting  
Oct 21 1997  
Sacramento, CA  
Attachment B  
1 page

October 20, 1997

Dear CRLA Colleague:

In a recent letter I indicated to you that CRLA had moved to a central mailing and membership service. The relationship with this Denver company was the culmination of many board members' work over the last several years, as well as a great deal of my work over the last several months. However, the best laid plans...

Just prior to the conference I learned that the company which was going to do this work for CRLA decided that the fit between our two organizations was inappropriate. So after three months our relationship with this company was terminated; our plans to initiate these services must begin anew.

For the upcoming year CRLA will continue to operate its membership services as it has for the past two years. Rosalind Lee has agreed to continue as the membership coordinator for the upcoming year. Membership questions should be directed to her as well as any request for mailing labels.

I realize that this may cause you some trouble; however, it is probably best that our relationship with this company was terminated now as opposed to later. If you have any questions or concerns, please discuss them with me or any other board member.

Thank you for your patience with this matter.

Sincerely,

Vincent Orlando, President  
College Reading and Learning Association

To: "Vince Orlando" <orlandov@mscd.edu>  
Cc:  
Bcc:  
From: MARTHA MAXWELL <76265.2466@compuserve.com>  
Subject: CAS  
Date: Tuesday, September 30, 1997 17:37:18 MDT  
Attach:  
Certify: N  
Priority: Normal  
Defer until:  
Expires:  
Forwarded by:

---

Dear Vince: =

Here is the CAS annual report. I'll make it short. =

CAS approved the revised Standards and Guidelines for Learning Assistance= Programs (LAP) that Georgine Maternaik, Susan Thayer and I have been working on for more than four years. in November, 1996. They are =

included in the new CAS "blue book" - that came out this summer. It's officially called " The CAS Book of Professional Standards for Higher Education" . CAS now has 29 member associations. =

CAS has approved our association's including 1997 LAP Guidelines on the CRLA Web Page. (Georgine has detected a number of typos in the LAP Guidelines in the CAS book and if you want them on the Web Page, I suggest you contact Georgine for her corrections.) =

During the spring meeting, CAS representatives discussed ways association= s could determine and implement standards for credentialing individual members of their groups. (Becky Johnan has a paper describing some issue= s that she will discuss with CRLA's officers.) =

I've continued to work with two NADE groups who are developing criteria f= or credentialing both individual programs (Martha Casazza) and individuals.= (Hunter Boylan). We have agreed that IRA's Standards for Reading Teacher= s and Specialists for High School and College are not appropriate since the= y specify that the roles are the same. I've recommended Stahl and Brozo's 1989 job description for college reading specialists but they need updati= ng as Norm Stahl agrees. Also I've drafted standards for "fellows" in =

learning assistance and developmental education based on those established by some of the divisions of the American Psychological Association which the groups are considering. The pilot testing of criteria for credentialing programs has been concluded and the instructions are being revised. =

Becky Johnan has agreed to replace me as CRLA Representative to CAS and attend their fall meeting. =

Martha Maxwell =



College  
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CRLA Board Meeting

OCT 21 1997

Sacramento, CA

Attachment D

2 pageS

West Virginia Northern Community College, Wheeling Campus,  
1704 Market Street, Wheeling, WV 26003

September 3, 1997

TO: Vince Orlando

FR: Becky Johnen 

RE: CAS

I am sending to you a packet of materials related to CAS and items I need you and the Board to review and provide guidance to you for the upcoming November meeting. Please schedule time for me to meet with the Board while we are in Sacramento. I will be available anytime on Tuesday, October 21 to meet with the Board.

Enclosed with the mailing is:

ACTION 1. The annual dues statement which needs to be paid by October 15.

INFO 2. Information from Carmen Neuberger (dated August 25) on the November 17-18 meeting in Washington, DC.

ACTION 3. Copy of the Quality Assurance Practices document. This needs to be disseminated to the Board and I need the Board's views on this.

I must prepare a written report for the November CAS meeting about quality assurance measures, efforts, and intents that are currently happening within the Association.

Part of my report must contain information on what CRLA is trying to achieve: desired learning and personal development outcomes for students. In addition, I must also suggest what criteria will be used to judge achievement (accomplishment) of the desired outcomes.

INFO 4. Copy of the Reasonable Expectations document. Please share with the Board for review. This may be helpful as Board members consider their views to the items outlined in number 3.

INFO 5. CAS brochures that you can share with Board members.

- INFO**
- 6. Three copies of CAS's brochure on "The Book of Professional Standards For Higher Education." (They only sent a few of these brochures so you will need to make copies to share with the Board.) I am to assist with marketing this book, of which CAS sent me a copy. (I will bring the copy to the conference for the Board to review.) Martha was going to write an article for the Newsletter regarding this book; I will check to see if she did. If not, I will prepare one for the next Newsletter.

I look forward to meeting with the Board next month. I will keep you apprised of any other info I receive from CAS.

**interoffice**  
MEMORANDUM

**to:** Vince Orlando  
**from:** Becky Johnen *Becky*  
**subject:** CRLA  
**date:** September 16, 1997

Hi Vince! Hope all is well with you and that all the things you need to do for the conference are falling nicely into place.

Enclosed is my PALS annual report. If possible, I would like time to meet with the Board to discuss the Committee's goals and direction in 1997-98.

Also enclosed is the latest mailing from CAS. This is for your information. Let me know if you want me to disseminate in any way to the membership.

The final enclosure is a report on the State of Developmental Education in West Virginia. This report was distributed to all West Virginia college presidents and campus deans. Notice that it is sponsored by WVADE -- the state NADE chapter. I bring this to your attention because I am concerned about the lack of exposure CRLA has in this area, even though we have a regional director. I have been in West Virginia since July 22, 1996 and to date, I have received nothing from the regional director. I strongly urge you as the current president and the soon-to-be coordinator of states and regions to take a close look at who we have in the state and regional director roles and to re-emphasize their responsibility to get at least two informational mailings per year out to the CRLA membership in their area. I would be happy to discuss this further with you if you'd like.

Enough for now. You take care. See you in Sacramento.

**1996-97 Annual Report  
for the  
Professional Association Liaison Committee  
of the  
College Reading and Learning Association**



By  
Becky Johnen  
Committee Chair

1996-97 ANNUAL REPORT  
FOR THE  
PROFESSIONAL ASSOCIATION LIAISON COMMITTEE  
OF THE  
COLLEGE READING AND LEARNING ASSOCIATION

COMMITTEE CHAIR: Becky Johnen

COMMITTEE MEMBERS: Cynthia Cardosi, JoAnn Carter-Wells, Lois Haid, Roberta Himebrook, Audrey Kirkwood, Lanetia "Sam" Noble, Jolynne Richter, Marion Von, Dorothy Williams

COMMITTEE GOALS: The continuing goals of the Professional Association Liaison Committee are to:

1. identify professional organizations having similar or related goals.
2. recruit a committee member to serve as a liaison to each identified organization.
3. develop agreements of mutual cooperation with identified organizations.
4. cooperate with identified organizations on issues of mutual interest or concern.
5. maintain a database of identified organizations.
6. provide a PAL Forum at each annual conference to make new professional contacts and identify current issues of mutual interest or concern.
7. assist CRLA in achieving its goal of, "...collaborating with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.  
*(pending final approval of Association goals)*

1996-97 OBJECTIVES:

1. Evaluate the mission, purpose, and activities of the committee.  
*(Mission, purpose, and goals revised October 1997 and pending review by all PALS and the Board. Minor language changes recommended; overall mission and purpose remain.)*
2. Assess the number and nature of existing liaison agreements.  
*(Three signed Agreements of Collaboration [formal with fee waiver exchanges for annual conferences] with the National Association For Developmental Education, National Tutoring Association, and, Midwest College Learning Center Association.)*

*(Two signed Liaison Agreements [less formal] with ACPA Commission XVI and The College Board.)*

3. Work with current liaisons to gain their thoughts and views on the work of the Committee and their suggestions on its future direction.

*(To be finalized at the Sacramento conference.)*

4. Draft a three-year plan of action based on the outcomes of the evaluations and assessments.

*(To be finalized by December 1997.)*

5. Evaluate the impact of the Committee on CRLA since the Committee's inception in 1993.

*(To be finalized by December 1997.)*

6. Survey the leadership of organizations with whom CRLA currently has a PAL agreement to determine their views of benefit, etc.

*(Deferred to 1997-98.)*

DISCUSSION:

1. 1996-97 was a year of transition for PALS. Becky Johnen assumed the role of coordinator. Gladys Shaw, Kathy Carpenter, and Pat Mulcahy-Ernt, all serving in other roles for CRLA, resigned their positions as liaisons. Dorothy Gray resigned as a liaison and Bonnie Easley turned over her duties to Dorothy Williams. Suzanne McKewon and Betty Myers were "dropped" as liaisons due to lack of responses or work throughout the year.

2. Liaisons were established with two new associations: American Mathematical Association for Two-Year College and the , National Association of Athletic Advisors. Agreements have not been signed, however.

3. JoAnn Carter-Wells coordinated for the 1997 conference a PALS-sponsored panel presentation on "Assessment and Matriculation: State Experience and National Perspectives."

4. One PALS article was submitted to the Newsletter.

5. Roberta Himebrook, liaison with the American Mathematical Association of Two-Year Colleges, is working on a "Networking with other Developmental Organizations" activity with this Association; she has also distributed pamphlets and information.

6. Sam Noble will be doing a cooperative program at the Spring 1998 IDEA conference; will have an information table at the fall 1997 MACRA conference; coordinated a co-sponsored session with IRA this year.
7. The ACPA Commission XVI Newsletter published our conference dates, professional speaker resource form, and certification information.
8. JoAnn Carter-Wells had a CRLA exhibit at an assessment conference March 1997.
9. A PALS meeting is scheduled during the 1997 conference. The meeting's agenda is attached so the scope of discussions can be seen. By December 1997, a more formal report on the direction of this Committee will be made.

ATTACHMENTS:

Updated PALS Directory

PALS Annual Meeting Agenda (October 25, 1997)

Revised mission, purpose, goals

Proposed 1997-98 objectives

**Directory of CRLA Professional Association Liaisons**  
**as of September 1997**

**ORGANIZATION**

**LIAISON**

**AAACE**

American Association for  
Adult & Continuing Education

Jolynne Richter

4960 N Tonto Way  
Prescott Valley, AZ86314

**AALL**

Arizona Association for  
Lifelong Learning

Jolynne Richter

4960 N. Tonto Way  
Prescott Valley, AZ 86314

**ACCTLA**

Association for California  
Colleges Tutorial and  
Learning Assistance  
Felix Perez, President  
Skyline College  
3300 College Drive  
San Bruno, CA 94066

Dorothy Williams

Antelope Valley College  
3041 W. Avenue K  
Lancaster, CA 93536  
(805) 943-3241 ext. 401  
Fax: (805) 943-5573

**\* ACPA**

Commission XVI  
Learning Centers in Higher Education

No Current Liaison

**AHEAD**

Association on Higher Education  
and Disability  
Box 21192  
Columbus, OH 43221

Lois Haid

Trinity College  
125 Michigan Ave., NE  
Washington, DC 20017-1094  
(202) 884-9636 F: (202) 884-9229

**ALF**

Arizona Library Friend

Jolynne Richter

4960 N. Tonto Way  
Prescott Valley, AZ 86314

**American Math Association  
For Two-Year Colleges**

Roberta Himebrook

NMSU at Alamogordo  
PO Box 477  
Alamogordo, NM 88311-0477

**Arizona Transition Team**

Jolynne Richter

4960 N. Tonto Way  
Prescott Valley, AZ 86314

**Directory of CRLA****Page 2****\* The College Board**

Ste. 1200 Capital Place  
915 L. Street  
Sacramento, CA 95814-3700  
Contact: C. Douglas Barker  
Director, State Services  
(W) 916-444-6262  
(Fax) 916-444-2868

Dr. JoAnn Carter-Wells

Reading Dept. EC577  
Cal State University-Fullerton  
Fullerton, CA 92634  
(Voice Mail) 714-773-3357  
(Fax) 714-773-3314

**International Reading Association**

Special Interest Group: College  
Reading Improvement

Lanetia "Sam" Noble  
Widener University  
1 University Place  
RAS Center  
Chester, PA 19013  
(302) 478-6428  
(610) 499-1271

**Interstate Developmental  
Educators Association**

Lanetia "Sam" Noble  
See Above Information

**Mid Atlantic College  
Reading Association**

Lanetia "Sam" Noble  
See Above Information

**#Midwest College Learning  
Center Association**

Audrey Kirkwood  
Ball State University  
Director & Academic Outreach Coor  
University College Learning Center  
North Quad 323  
Muncie, IN 47306  
Office: (765) 285-1008  
Fax: (765) 285-2167  
E-mail: 00akirkwood@bsu.edu

**National Association Athletic  
Advisors**

Cynthia Cardosi  
University of Virginia  
PO Box 3785  
Charlottesville, VA 22903

**National Association for  
Developmental Education**

Vince Orlando 1996-97  
Kathy Carpenter 1997-98

**#National Tutoring Association**

No Current Liaison

**Directory of CRLA**

**Page 3**

**WESTOP**

Western Association of Educational  
Opportunities Programs  
Upward Bound  
CSU San Bernardino  
5500 University Parkway  
San Bernardino, CA 92407

Marion Y. Von  
Student Support Services  
Chaminade University  
3140 Waialae Avenue  
Honolulu, HI 96816  
(W) 808-735-4845  
(Fax) 808-735-4891

**\*Liaison Agreements on file**

**#Agreements of Collaboration on file**

COLLEGE READING AND LEARNING ASSOCIATION  
PROFESSIONAL ASSOCIATION LIAISONS

ANNUAL MEETING  
SATURDAY, OCTOBER 25 *1997*  
1:45 - 2:45  
Hospitality Suite, Room 406

AGENDA

1. Welcome and introductions
2. Review mission, purpose, and goals (attached)
  - \* consider role PALS has with respect the CRLA's strategic plan (review attached)
3. Brainstorm ways to strengthen PALS
  - \* consider linkage with regional CRLA and NADE groups
  - \* consider role state/regional directors and chapter presidents can have with respect to PALS
  - \* list other professional associations with which CRLA should liaison
  - \* think of ways to create more/better visibility for organizations with whom we liaison at the annual conference (reception??)
4. Review current liaison agreement form (attached)
  - \* recommend updates/changes
5. Review liaison reporting form -- comment on revised format and reporting dates
6. Review PALS job description -- updates needed in light of the meeting's discussion?
7. Comment on proposed 1998 objectives
8. List ways PALS coordinator can better assist
9. Generate a list of issues with which organizations with whom we liaison are dealing
10. Other...

**COLLEGE READING AND LEARNING ASSOCIATION  
PROFESSIONAL ASSOCIATION LIAISON (PAL) COMMITTEE**

**MISSION, PURPOSE, AND GOALS**

**MISSION**

The mission of the Professional Association Liaison (PAL) Committee is to form strong professional bonds with other professional organizations that have similar or related goals and concerns regarding the education of various college student populations.

**PURPOSE**

Liaisons establish networks with other professional organizations to disseminate information, to exchange ideas, and to dialogue on issues or concerns related to the profession.

**GOALS**

The continuing goals of the PAL Committee are to:

1. identify professional organizations having similar or related goals.
2. recruit a committee member to serve as a liaison to each identified organization.
3. develop agreements of mutual cooperation with identified organizations.
4. cooperate with identified organizations on issues of mutual interest or concerns.
5. maintain a database of identified organizations.
6. provide a PAL Forum at each annual conference of CRLA to make new professional contacts and identify current issues of mutual interest or concern.
7. assist CRLA in achieving its goal of, "...collaborating with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.

Revised  
October, 1997

COLLEGE READING AND LEARNING ASSOCIATION  
PROFESSIONAL ASSOCIATION LIAISON COMMITTEE

1997-98 OBJECTIVES

for comment and review

1. Update the directory of speakers from CRLA and other organizations for use in Chapters and States/Regions; maintain a "speakers bureau" for CRLA.
2. Establish liaison agreements with five organizations.
3. Regularly submit information about our liaisons to the CRLA Newsletter.
4. Sponsor a panel session at the 1998 conference using sessions from the 1996 and 1997 conferences as models.
5. Conduct a PALS Forum at the 1998 conference to identify new professional contacts and to identify current issues of mutual interest.
6. Arrange for an information table at the annual conference for distribution of literature from the liaisons.
7. Members formally serving as a PAL who attend the annual conference of the group with whom they liaison will, in addition to displaying CRLA information and promoting the Association, meet with the leaders of the organization and will report the outcome of the meeting to the PAL Coordinator.
8. Highlight to the Board issues identified by PALS.
9. Survey the leadership of organizations with whom CRLA currently has liaison agreements to determine their views of benefit and future direction.

**WANTED:** Members who are active in other professional associations

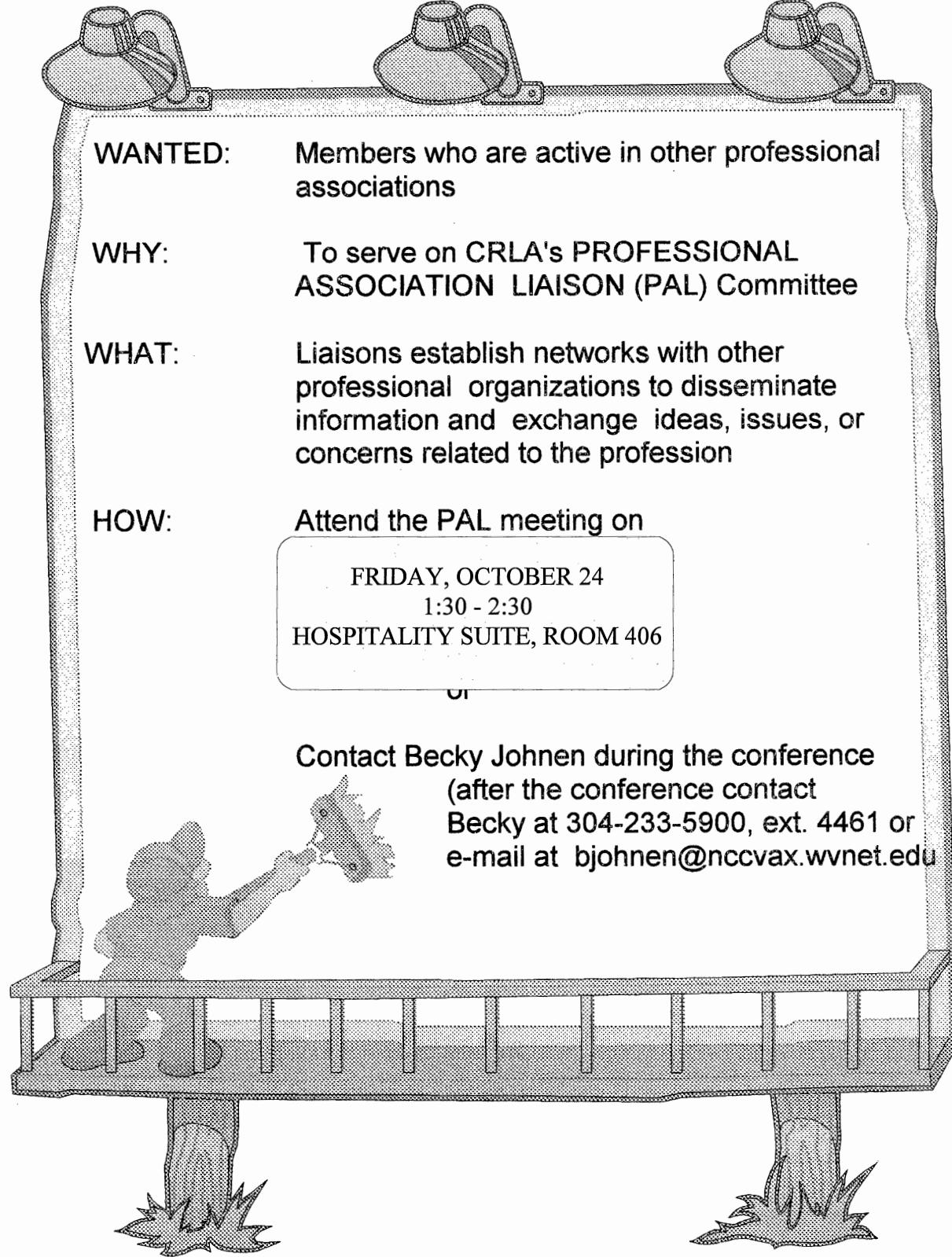
**WHY:** To serve on CRLA's PROFESSIONAL ASSOCIATION LIAISON (PAL) Committee

**WHAT:** Liaisons establish networks with other professional organizations to disseminate information and exchange ideas, issues, or concerns related to the profession

**HOW:** Attend the PAL meeting on

FRIDAY, OCTOBER 24  
1:30 - 2:30  
HOSPITALITY SUITE, ROOM 406

Contact Becky Johnen during the conference  
(after the conference contact  
Becky at 304-233-5900, ext. 4461 or  
e-mail at [bjohnen@nccvax.wvnet.edu](mailto:bjohnen@nccvax.wvnet.edu))



From kgs@rci.Rutgers.edu=%MSCD-SCOPS@Bansrvr3.mscd.edu Thu Oct 2 10:01:53 1997  
Date: Wed, 01 Oct 1997 20:28:14 -0600 (MDT)  
From: "Dr.=Karen=Smith kgs"  
<kgs@rci.Rutgers.edu=%MSCD-SCOPS@Bansrvr3.mscd.edu>  
To: rosalind@Kwantlen.BC.CA, mioduski@ccit.arizona.edu,  
carpenterk@platte.unk.edu, mulcahyp@cse.bridgeport.edu,  
mbroughton@juno.com, ohear@cvax.ipfw.edu  
Subject: Report to the Board  
Resent-Date: Mon, 29 Sep 1997 05:55:08 +0000 (GMT)  
Resent-From: orlandov@mscd.edu (vince orlando)

CRLA Board Meeting  
Oct 21 1997  
Sacramento, CA  
Attachment H  
2 pages

Forwarded to: smtp[rosalind@kwantlen.bc.ca]  
smtp[mioduski@ccit.arizona.edu]  
smtp[carpenterk@platte.unk.edu]  
smtp[mulcahyp@cse.bridgeport.edu]  
smtp[mbroughton@juno.com]  
smtp[ohear@cvax.ipfw.edu]

cc:

Comments by: Vince Orlando@RDG@MSCD-SCOPS

Comments:

more on this later

v

----- [Original Message] -----  
Hello, Vince,

Frank and I would like to schedule some time at the conference to make a report to the Board on the progress of the monograph on Starting Up an LAC. We met in Phoenix on October 15 and 16 with Rick Sheets, who as a community college LAC person is sharing in the development of this project.

After carefully reading the document developed by Carolyn Smith and the Task Force group, we felt the project should be redesigned in order to make it more usable and directly applicable. Therefore, we discarded the original chapter titles and identified 23 questions that any new administrator of a learning assistance center will want to address.

We have identified 14 CRLA contributors to these questions, including Rick, Frank, and myself. We are now in the process of securing agreement from the identified contributors in that they are each interested and willing to contribute. We have only two contributors not yet contacted. Our initial goal is to secure first drafts by November 15.

Each contributor will be asked to respond to the question in a conversational manner, including additional clarifying subquestions and their responses, as though in a direct discussion with a new administrator. We are excited about the project and feel that potentially we will be able to develop an outstanding CRLA monograph.

We will need the Board to identify an editor for the project, as well as someone who will carry the final written document through to a printed document. I am willing to monitor the development of the document, with Frank and Rick's collaboration. However, none of us is willing (nor able)

to serve as the document editor, and none of us is willing to work on the final stages. It will be our suggestion that the Board agree to contract for this part of the project.

Please let me know when our report can be scheduled.

Karen

Karen G. Smith  
Rutgers University's Learning Resource Centers  
[kgs@rci.rutgers.edu](mailto:kgs@rci.rutgers.edu)  
<http://lrc.rutgers.edu>

CRLA Board Meeting  
OCT 21, 1997  
Sacramento, CA  
Attachment I  
1 page

To: "orlandov" <orlandov@mscd.edu>  
Cc:  
Bcc:  
From: DONNA WOOD 383-4161 <DWOOD@al.stim.tec.tn.us>  
Subject: Re: RE: Committee Reports  
Date: Friday, October 3, 1997 4:55:42 MDT  
Attach:  
Certify: N  
Priority: Normal  
Defer until:  
Expires:  
Forwarded by:

---

Vince: Here is my By-Laws report for the academic year 1996-1997.

Although I have corresponded with the CRLA Secretary Rosalind Lee and Archivist Karen Smith about some matters concerning the By-Laws, we felt no action needed to be brought before the full membership this year. Rosalind clarified some of the pertinent questions for me and we felt that since more information is needed, the issues could be best handled by the next By-Laws chair. I will be glad to pass the information on to the next chair.

My three-year term expires with this year's conference. I have enjoyed serving CRLA as the By-Laws Chair for the past three years and wish all the best to the CRLA Board and to my replacement.

From kgs@rci.Rutgers.edu Fri Oct 10 09:45:03 1997  
Date: Wed, 8 Oct 1997 15:34:03 -0400  
From: "Dr. Karen Smith" <kgs@rci.Rutgers.edu>  
To: flchris@primenet.com, SHEETS.RICK@a1.pvc.maricopa.edu,  
76265.2466@COMPUERVE.COM, gmater+pitt.edu, gerkin@pvc.maricopa.edu,  
GKERSTIE@ADMIN.ELCAMINO.CC.CA.US, mioduski@CCIT.ARIZONA.EDU,  
carpenterk@platte.unk.edu, ohear@cvax.ipfw.indiana.edu,  
MBurns7025@AOL.COM, kgs@rci.rutgers.edu  
Cc: orlandov@mscd.edu, carpenterk@platte.unk.edu,  
mulcahyp@cse.bridgeport.edu, rosalind@Kwantlen.BC.CA,  
mioduski@CCIT.ARIZONA.EDU, ohear@cvax.ipfw.indiana.edu  
Subject: Contributors of CRLA Monograph

The following correspondence will also be sent via U.S. mail to those contributors for whom I have mailing addresses. Please confirm via email that you have received this correspondence and do agree to be a contributor, as indicated below.

And, many thanks to you!

Karen

---

Kreeger Learning Resource Center, Rutgers University, 151 College Avenue,  
New Brunswick NJ 08901-8545

October 8, 1997

Dear Colleagues:

Thank you for agreeing to be a contributor to a new CRLA document that we are preparing for publication, \*Learning Assistance Center Guidelines for Start-up and Renewal: Twenty-Three Key Questions to Answer\*. Our plan is to write the monograph in the form of conversations between a newly hired learning assistance administrator and a CRLA colleague with many years experience administering learning assistance programs and services. The conversations will be structured as a series of twenty-three basic questions along with sub-questions that a newly hired administrator might ask for additional information.

The answers to these questions do not pretend to be the only answers. They are simply the information and advice of CRLA colleagues who have gone through the experiences of starting up a new program or taking over an existing learning assistance program. We have listed some keywords after your question to stimulate and guide your writing. Remember to add as sub-headings any sub-questions that you think might be asked to amplify or clarify your answer.

Following the twenty-three conversations is a special section, entitled "Next Steps," in which activities for start-up and renewal are listed as suggested responses to the conversations. The monograph concludes with an extensive list of relevant books and articles for further study, an index to facilitate rereading for specific information, and a user feedback form to give CRLA reader input for a subsequent revision of the monograph.

We think that this publication will be of invaluable assistance to new administrators of learning assistance centers, as well as to those who undertake a revision of their existing center.

We are asking for first drafts to be submitted to Karen at the address above or through email by January 10, 1998. And, if you have let your CRLA membership lapse, please join promptly.....

The Editors,  
Karen G. Smith, Frank Christ, and Rick Sheets

Karen: kgs@rci.rutgers.edu  
Frank: flchris@primenet.com  
Rick: SHEETS.RICK@a1.pvc.maricopa.edu

---

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Learning Assistance Center Guidelines for Startup and Renewal:  
Twenty-Three Key Questions

Editors: Karen Smith, Frank Christ, Rick Sheets

Preface: Kathy Carpenter, CRLA President (purpose and acknowledgements, to be written with some direction from the three editors)

Introduction: Frank Christ

Table of contents

Question 1: What are some typical scenarios of a new administrator of a learning assistance center or program?

Rick Sheets  
(include examples such as, new hire from inside the inst., from outside, organizational realignment, need to secure funding, etc.)

Question 2: What is a learning assistance center?

Gwyn Enright  
(discuss different definitions, including a definition of learning assistance)

Question 3: What can I call my center?

Gene Kersteins  
(discussion of the different names used, could identify specific center names and the institutions where exist. Also, information on why a specific name is used would be helpful.)

Question 4: How can I develop my professionalism in learning assistance?

Karen Smith  
(include suggestions re/ workshops, Winter Institute, professional association conferences, memberships-CRLA, MCCLA, professional reading-journals and books, New Directions for la-Jossey Bass, MM's book, Casazza's book, LRNASST, websites -- participation in organizations, networking, using peers within organization, Mgt SIG)

Question 5: Why is an lac being developed and what is it expected to accomplish for students?

Elaine Burns

(discuss variety of scenarios including those discussed in question 1, include expectations when program begins such as retention, increased GPA, support to special populations and/or special programs)

Question 6: Who are the significant individuals, units, departments, or student groups that may support the development of an lac?

Socorro Vasquez

(include discussion of groups such as faculty members, program heads, department chairs, vice presidents, academic senate, student body organization officers, etc.)

Question 7: How do I support different expectations of administration, departments, faculty, students, and special units?

Sylvia Mioduski

(for example, how to respond to expectations of different divisions within the institution--faculty, athletics, dean--without compromising the program's credibility with and for the students it will serve?, use of faculty liaisons)

Question 8: What is the role of lac with special populations?

Sylvia Mioduski

(for example, the role models within staff, inclusion of programs for students w/disabilities, attending and supporting special functions, recruiting student staff from special populations, training staff in special programs to do what lac people do, etc.)

Question 9: What is the role of faculty in the development and operation of lac programs and services?

Mike O'Hear

(include collaboration activities/guidelines on using lac services, participation in tutor certification, use of lac for office hours, participation in faculty development/providing course support/tutor selection, extra credit for use of lac services, advisory board, course tests on file, etc.)

Question 10: What management tools may be useful for the success of lac programs and services?

David Gerkin

(for example, use of pert, MBO, TQM, Situational Ldsp, org devmt/renewal-what about a mission statement-its usefulness?)

Question 11: How can technology enhance the learning assistance programs and services of the lac?

Karen Smith

(i.e., data collection, training, scheduling, instructional support, direct delivery, communication-email-voice mail-conferencing w/mgt-vertical and horizontal communication, communication between students-tutor, asynchronous learning, personalized learning,etc.)

Question 12: How can I develop a campus network for the success of my learning assistance center?

Frank Christ

(for example, identify by name, telephone & dept, make connections, mainiain conncections, do something nice professional for contact)

Question 13: How do I assess what programs and services are needed for our students?

Reed Mencke

(information on formal and informal-needs assessment instrument(s), focus groups w/faculty & students and student groups, etc.)

Question 14: What kinds of programs and services do lacs offer?

Martha Maxwell

(include, information on programs for students, faculty, staff, community, alumni--tutoring, mentoring, study groups, SI & other paired groups, personalized, orientations, workshops, training, tutoring training, course support, etc.)

Question 15: How do I choose and use appropriate instructional resources for students?

Georgine Materniak

(for example, read reviews, query colleagues, preview, make decisions related to actual need -- course-related materials as approved by faculty, multi-media instructional equipment, related self-paced programs, texts, computers and appropriate instructional software, models, learner-validate, etc.)

Question 16: How do I assess the needs of individual students?

Reed Mencke

(discussion of formal and informal methods, list/tabulate needs, content needs, study skills, learning styles, reading & writing skill needs, computer literacy, identifying special needs, screening vs. diagnosis, etc. List names and sources for instruments.)

Question 17: How are lacs staffed and managed?

Rick Sheets

(include staff categories, initial and ongoing training, organizational chart, qualifications, job descriptions, weekly staff meeting, briefings and debriefings, delegating, reporting, etc.)

Question 18: How will the lac fit into the institution's organizational structure?

Gwyn Enright

(show examples such as student affairs, academic affairs, collegiate affiliation, special unit, etc. Give examples and specify institution)

Question 19: Where are lac programs and services located?

Gwyn Enright

(discuss facility site options and discuss: library, general college, student union, central location, stand-alone building, learning resources complex, etc.)

Question 20: What are some space, furnishings, and equipment considerations in the design of a lac?

Karen Smith

(include discussion of plan for traffic patterns, considerations of the programs to be delivered, numbers of students and staff, philosophy of

LAC and its impact on design, 504-accessibility, using existing-stored-shared resources, atmosphere, visibility, openness, friendly, use of plants, security, modularity, potential for multiple use)

Question 21: How can lac programs and services be evaluated?

David Gerkin

(include formal and informal, use of user numbers, by student-staff-faculty, peer evaluation, user evaluation, outside consultant, midterm, annual, ongoing, computerized, matching outcomes to goals)

Question 22: How do I develop a favorable image for the lac and how do I publicize the programs and services to the lac?

Frank Christ

(use of logo, standard format in handouts, t-shirts, placemats in faculty dining,bookmarks, catalog descriptions, brochures, campus newspaper, radio,video, web, briefings in deptartment meetings, student clubs, orientation activities, etc.)

Question 23: Are there standards for learning assistance programs and services?

Georgine Materniak

(yes-CAS, discuss value, provide highlights, and reference how to get a copy of the standards)

Next Steps:

Frank Christ

(now what? what are my next steps? implementation? effectiveness? how keep my organization dynamic? how use the network?)

Bibliography (from references cited by the contributors)

Additional Resources (Frank using Lindex listings, Rick, Karen)

Index

\*\*\*\*\*  
Dr. Karen G. Smith, University Director      voice: 732-932-1443  
Learning Resource Centers                        fax: 732-932-1453  
College Avenue Campus                            email: kgs@rci.rutgers.edu  
Rutgers, State University of New Jersey  
New Brunswick, NJ 08903

Visit the LRC website at <<http://lrc.rutgers.edu>>

\*\*\*\*\*

CRLA Board Meeting  
Oct. 21 1997  
Sacramento, CA  
Attachment  
2 page 5

I N T E R O F F I C E   M E M O R A N D U M

Date: 09-Oct-1997 16:56 CST  
From: DONNA WOOD  
DWOOD  
Dept: DEVELOPMENTAL STUDIES  
Tel No: 383-4161

**Subject:** CRLA Conference Exhibits

I am pleased to accept the CRLA Board's three-year appointment as the Conference Exhibits Chair. I am not aware of all the board's expectations for this new position but am willing to listen and learn. Conference exhibits are very rewarding for me; I have met textbook authors, kept up-to-date on current texts, learned about new directions in reading, writing, study skills and ESL, and even been invited to author some material. From previous dealings with publishers, I have learned that one must stay abreast of the many mergers and changes. Assets are friendliness and flexibility when dealing with folks who seem to be in a constant state of flux.

My background includes six years as the Business Manager for Publications for SCETC (Southeastern Conference for English in the Two-year College). This organization recently had a name change and became TYCA-SE. I was charged with soliciting exhibits as well as ads for the Newsletter and for the annual conference program. Over \$10,000 was added to the SCETC treasury during my tenure for this regional organization.

I also served as the exhibits chair for TNADE and am the immediate past president of TNADE (Tennessee Association for Developmental Education). I have taught in the developmental studies area for twenty-nine years and currently serve as the division head of the reading, writing, study skills and ESL programs at the State Technical Institute in Memphis.

In January of this year, I was one of three people invited to speak to the Houghton-Mifflin sales force at their annual conference in Oakland, CA. I made many contacts and was convinced that I had never been around so many extraverts at one time in my entire life. This company might be a good place to start with the corporate sponsorships.

My immediate plans for this conference are to accompany Carol Wills on her rounds with the publishers, to introduce myself and exchange cards (I had some special ones made) with the publishers, solicit the names of the Utah representatives and explore the possibilities of corporate sponsorships with this year's publishers.

Future activities call for a computerized listing of all the

publishers who follow CRLA and attendance of the NADE conference in Atlanta to interest those publishers who do not attend the CRLA conference. A web page is probably a good idea. I plan to visit with Kathy Carpenter about sponsorship possibilities and follow through with that idea. A combined effort seems feasible when discussing budgetary constraints.

I will do my best to coordinate the exhibits for the Utah conference and will be open to suggestions from Carol Wills and the members of the CRLA Board. I welcome the opportunity to be of service to the organization which has provided me with a professional family.

CRLA Board Meeting  
Oct 21, 1997  
Sacramento, CA  
Attachment K  
2 page

From DWOOD@a1.stim.tec.tn.us Sat Oct 11 10:39:47 1997  
Date: Sat, 11 Oct 1997 10:29:44 -0600 (MDT)  
From: DWOOD@a1.stim.tec.tn.us  
To: rosalind@Kwantlen.BC.CA, miodusks@u.arizona.edu,  
carpenterk@platte.unk.edu, mulcahyp@cse.bridgeport.edu,  
mbroughton@juno.com, ohear@cvax.ipfw.edu  
Subject: CRLA Conference Exhibits  
Resent-Date: Thu, 09 Oct 1997 04:56:10 +0000 (GMT)  
Resent-From: orlandov@mscd.edu (vince orlando)

Forwarded to: smtp[rosalind@kwantlen.bc.ca]  
smtp[miodusks@u.arizona.edu]

smtp[carpenterk@platte.unk.edu]  
smtp[mulcahyp@cse.bridgeport.edu]  
smtp[mbroughton@juno.com]  
smtp[ohear@cvax.ipfw.edu]

cc:

Comments by: Vince Orlando@RDG@MSCD-SCOPS

Comments:

Attached is Donna Woods report to the board. She'll meet with us in Sacramento.

v

----- [Original Message] -----

I am pleased to accept the CRLA Board's three-year appointment as the Conference Exhibits Chair. I am not aware of all the board's expectations for this new position but am willing to listen and learn. Conference exhibits are very rewarding for me; I have met textbook authors, kept up-to-date on current texts, learned about new directions in reading, writing, study skills and ESL, and even been invited to author some material. From previous dealings with publishers, I have learned that one must stay abreast of the many mergers and changes. Assets are friendliness and flexibility when dealing with folks who seem to be in a constant state of flux.

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From DWOOD@a1.stim.tec.tn.us Sat Oct 11 10:40:56 1997  
Date: Sat, 11 Oct 1997 10:15:16 -0600 (MDT)  
From: DWOOD@a1.stim.tec.tn.us  
To: rosalind@Kwantlen.BC.CA, miodusks@u.arizona.edu,  
carpenterk@platte.unk.edu, mulcahyp@cse.bridgeport.edu,  
mbroughton@juno.com, ohear@cvax.ipfw.edu  
Subject: Acceptance  
Resent-Date: Thu, 09 Oct 1997 23:36:42 +0000 (GMT)  
Resent-From: orlandov@mscd.edu (vince orlando)

Forwarded to: smtp[rosalind@kwantlen.bc.ca]  
smtp[miodusks@u.arizona.edu]  
smtp[carpenterk@platte.unk.edu]  
smtp[mulcahyp@cse.bridgeport.edu]  
smtp[mbroughton@juno.com]  
smtp[ohear@cvax.ipfw.edu]

cc:

Comments by: Vince Orlando@RDG@MSCD-SCOPS

Comments:

Since we talked about this issue and probably will need to talk about this again, I thought you'd like to see Donna's comments.

v

----- [Original Message] -----

Vince: I sent my acceptance to you to be passed on to the board members. I hope the information provides some background; most of the board members know me and my dedication to CRLA. Please make this available to the board and then if they have questions, I'll try to answer them. This will save us all considerable time.

I have one question for the board members to consider. AMATYC (American Math Association in the Two-year College) has endorsed the math workshops by the Houghton-Mifflin Co. It was my understanding that endorsement of the reading and writing workshops was being considered by CRLA and NADE. Do you know if there is any truth to this? I have attended both the reading and writing workshops and found them to be very valuable. It was almost like attending a CRLA Institute, only these lasted two days each! Meals were provided, too.

Thanks for all your help and direction, Vince. I truly appreciate all your time and e-mails.

## COLLEGE READING AND LEARNING ASSOCIATION

### BOARD MEETING Friday, October 24, 1997 Sacramento, California Summary of Minutes

Red Lion Hotel

Room Folsom 500

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Karen Smith, *Archivist*; Jim Bell, *JCRL Editor*; Roz Bethke, *Newsletter Editor*; Pat Jonason, Patti Dozen, *SIG Co-Coordinators*; Frank Christ.

---

The meeting was called to order at 4:10 p.m. PDT.

**1. JCRL Report**

Jim Bell reported that work on the journal is progressing well, and he has processed all manuscripts received to date. Members have expressed that they find the case studies useful. The *JCRL* is indexed by the Information Access Company in their Expanded Academic Index. Jim has applied to six other companies, including ERIC, for indexing the *JCRL*.

**2. SIG Co-Coordinators' Report**

Pat Jonason is concluding her term as SIG Coordinator. She will finish developing a handbook which can be transferred to each successive SIG Coordinator. She has already developed a handbook for the SIG leaders.

Patti Dozen reported that there has been very little activity in the Math and Liberal Arts SIGs. However, there seems to be interest in forming SIGs on Distance Learning and Paired Courses.

The attendance of SIG leaders at the Leadership Workshop was low. However, SIG leaders were active in preparation for the conference by sponsoring sessions and institutes and bringing items for the scholarship raffle.

We took a rough inventory of the CRLA logo stamps. Vince will attempt to recover the ones being held by past officers and distribute those to new officers.

**3. Archives**

Karen Smith addressed the difficulty in storing and retrieving information from 30 years of CRLA archives. She proposed using Lotus Notes to manage the documents. She has located a firm, Integrated Systems, Inc., which could provide this service. **The board moved that Karen ask Integrated Systems, Inc. to formulate a contract for storage and management of the CRLA archives.** The contract is to include the costs to scan, store and index all executive board meetings and attachments only. Karen will forward the contract to the board for approval.

**4. LAC Monograph**

Frank Christ and Karen Smith updated the board on the progress of the monograph on establishing learning assistance centers. The board agreed that the monograph should be written in a conversational style. The advantages of using a publisher rather than a printer was discussed. **The board approved Frank and Karen to explore options for publication with publishers.** Copyright of the monograph would be vested in CRLA. The target date to finalize the project is April 1998.

**5. Miscellaneous**

Pat Mulchay-Ernt will ask Judith Olson-Fallon how she is progressing with work on standards. Pat will report back to the board.

**The meeting adjourned at 6:10 p.m.**

The minutes of the meeting were approved December 12, 1997.

## COLLEGE READING AND LEARNING ASSOCIATION

**BOARD MEETING  
Friday, October 24, 1997  
Sacramento, California  
Minutes**

**Red Lion Hotel**

**Room Folsom 500**

---

**Members Present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.  
**Guests:** Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Karen Smith, *Archivist*; Jim Bell, *JCRL Editor*; Roz Bethke, *Newsletter Editor*; Pat Jonason, Patti Dozen, *SIG Co-Coordinators.* *+ Frank Davis*

---

The meeting was called to order at 4:10 p.m. PDT.

**1. JCRL Report**

*Attachments A, B*

*Progress*

Jim reported that work on the journal is progressing well and the innovations he has introduced have incurred favourable comments. The case studies in particular are labour-intensive to prepare for publication but members have expressed that they find them useful. Since becoming editor, he has processed 50 manuscripts which includes the backlog from the previous editor.

Board members repeated earlier suggestions of contacting speakers at conferences such as NADE's directly, rather than through the organization, to solicit manuscripts for the *JCRL*.

*JCRL Indexing*

Jim explained that having the journal indexed is a lengthy procedure, and consistency of past publication is one factor indexing companies look for. The *JCRL* is already indexed by the Information Access Company in their Expanded Academic Index; Jim is working on six or seven other companies. He has also applied to index in ERIC.

**2. SIG Coordinator's Report**

*Attachments C, D, E*

*Outgoing SIG Coordinator*

Pat Jonason is leaving the position of SIG Coordinator. She developed the SIG Leader Handbook while she was coordinator. She recently finished developing the SIG Coordinator Handbook which can be passed from one coordinator to the next. She will update the job description for her position before she leaves office.

*CRLA Logo Stamps*

New CRLA officers may need a logo stamp. Pat Jonason distributed a list of the officers who received the first self-inking stamps years ago. Vince will call the ones who are no longer in office and try to recover their stamps.

*SIG Activity*

Patti Dozen gave a verbal report on current SIG activities. The math SIG has been woefully inactive; Patti will contact the leader. The Liberal Arts SIG may be disbanded. Patti will poll the members of this SIG to see if it should be discontinued. The meeting for a potential Distance Learning SIG attracted 15 people. There is also interest in a SIG on Paired Courses.

Patti reported that the low attendance of SIG leaders at the leadership workshop may have been due to when it was scheduled. The timing of the state meetings took away some options for holding SIG meetings. However, the SIG leaders were active in preparation for the conference, bringing raffle items and sponsoring sessions and institutes.

Sylvia Mioduski left the meeting at 5:15 p.m. Frank Christ joined the meeting.

*3. Archives*

*30 Years of Material*

*Attachment F*

Karen Smith passed around photographs of the archives. Now that CRLA is 30 years old, she has a huge amount of material. Some is on paper, some on microfiche and some on diskette. She has at least 300-400 pages of old minutes. This makes storage and retrieval of information problematical and time-consuming.

*Minutes*

*Document Management Proposal*

Karen proposed a graduated plan of archiving CRLA material using Lotus Notes for document management. She explained how easily an "on-line" search could be conducted by those who could access the Internet and who held the password, e.g. board members. She also explained how using this service would facilitate information storage for CRLA.

**Kathy moved that Karen ask Integrated Systems, Inc. to formulate a contract for storage and management of the CRLA Archives and that Karen bring this back to the board. Pat M-E seconded. PASSED.**

The board stipulated the proposed contract from Integrated Systems, Inc. include only Phase 1 of Karen's proposal, i.e. to "scan, store and index the minutes of all Board of Directors' meetings, including the attachments."

**4. LAC Monograph**

*Attachment G*

Frank Christ related the history of this monograph. The board agreed with Frank and Karen that a conversational style would be most suitable for this publication.

*Printer or publisher?*

There was a general discussion about the differences between using a printer and using a publisher for this and other CRLA publications, both current and future. The advantages of having one publisher for all publications are:

- formatting, i.e. binding and size, would be consistent;
- we could publicize a "series" of CRLA monographs;
- the publisher would advertise for us at trade conventions and in their catalogue;
- a publisher also supplies the copy editor.

There was also discussion of publishing this material on the world wide web.

**Kathy moved that the board accept Frank and Karen's suggestion about the book's format and give them approval to explore options for publication with publishers. Pat M-E seconded. PASSED.**

Frank will approach some of the publishers in the conference exhibit area. Frank advised that the royalties would be small and that the copyright would be vested in CRLA.

***Timeline***

The proposed date for completion of the first draft is January 15, 1998. Frank and Karen want the project finalized by April, 1998.

**5. Miscellaneous**

We went over the agenda for tomorrow's meeting.

David Arendale, past-president of NADE, will meet with the board tomorrow (Saturday).

Pat M-E will ask Judith Olson-Fallon how she is progressing with her work on standards and she will report back to the board.

**The meeting adjourned at 6:10 p.m.**

These minutes were approved December 12, 1997.

**COLLEGE READING AND LEARNING ASSOCIATION**

**BOARD MEETING  
Friday, October 24, 1997  
Sacramento, California**

**List of Attachments to the Minutes**

- A. JCRL Annual Report for 1996-1997
- B. Agenda for the Annual Meeting of the JCRL Editorial Advisory Board
- C. SIG Coordinator Report, October 1997
- D. SIG Coordinator Handbook, 1997
- E. Distribution List for CRLA Logo Stamps
- F. Memo from Karen Smith, Archivist re: On-line Document Management
- G. Letter to Contributors of LAC Monograph

From jcrl@unbc.ca Tue Sep 30 17:00:31 1997  
Date: Fri, 26 Sep 1997 15:48:18 -0700 (PDT)  
From: Journal of College Reading and Learning <jcrl@unbc.ca>  
To: Executive Board <carpenterk@platte.unk.edu>, mbroughton@JUNO.com,  
mioduski@ccit.arizona.edu, mulcahyp@cse.bridgeport.edu,  
ohear@smtplink.ipfw.indiana.edu, orlandov@mscd.edu,  
rosalind@Kwantlen.BC.CA  
Subject: JCRL Annual Report

Annual Report  
Journal of College Reading and Learning

I had five objectives for the first year as editor of JCRL:

1. Get the journal out on time.
2. Redesign the journal to look better
3. Have fewer typos, copy editing errors, etc. in the journal
4. Introduce case studies and responses as a regular feature
5. Get some help with the paper flow and production of the journal

1. The Spring issue came out in June as planned. The Fall issue is on schedule for October 6.

2. I redesigned the journal with some help from a desktop publisher. Whether the journal is more appropriate for CRLA readers is for the readers to say, and several have said it looks much better.

3. There are far, far fewer typos, grammar mistakes, etc.

4. The comments on the cases-and-responses have been unanimously positive.

5. In April, Maureen Hewlett, a Master's student in Psychology, started as Managing Editor. She negotiated the production and distribution of the Spring issue through Hemlock Printers and Rosalind Lee. She also helped proofread the final version of manuscripts and the proofs from the printers.

Shannon Whissell, a 4th-year English major, started as Editorial Assistant. When Shannon comes in for her weekly three hours on the journal, she contacts authors and reviewers. If the correspondence has to be done sooner, I do it. Shannon has started on two projects to improve the quantity and quality of manuscripts submitted to JCRL. First, indexing. On the recommendation of Susan Deese-Roberts, she is concentrating on electronic indexes, although some of the major paper indexes are targeted as well. JCRL now has an agreement finalized with one: the Information Access Company's electronic Expanded Academic Index. Second, mail out. Shannon is in the midst of organizing a mailout to some related organizations.

1997-98

My two major objectives for the current year are

1. To have better quality manuscripts
2. To have the journal included in several indexes.

Submitted by  
Jim Bell  
Editor, JCRL

From jcrl@unbc.ca Fri Oct 17 12:10:56 1997  
Date: Tue, 14 Oct 1997 15:22:40 -0700 (PDT)  
From: Journal of College Reading and L <jcrl@unbc.ca>  
To: Executive Board <carpenterk@platte.unk.edu>, mbroughton@JUNO.com,  
mioduski@ccit.arizona.edu, mulcahyp@cse.bridgeport.edu,  
ohear@smtplink.ipfw.indiana.edu, orlandov@mscd.edu,  
rosalind@Kwantlen.BC.CA  
Subject: Annual Meeting JCRL (fwd)

FYI--the agenda for the JCRL meeting in Sacramento.  
Jim

----- Forwarded message -----

Date: Tue, 14 Oct 1997 15:21:42 -0700 (PDT)  
From: Journal of College Reading and L <jcrl@unbc.ca>  
To: Editorial Advisory Board <76265.2466@compuserve.com>, agee@uni.edu,  
baril@quinnipiac.edu, cjs@nauvax.ucc.nau.edu,  
harringt@fa-cpac.s.unomaha.edu, jcrl@unbc.edu, jnhopper@uci.edu,  
joan@sdc.uwo.ca, kgs@gandalf.rutgers.edu, lucy@chemek.cc.or.us,  
uptonta@uwec.edu  
Cc: Maureen Gay Hewlett <hewlettm@unbc.ca>,  
Shannon Whissell <whiss000@unbc.ca>  
Subject: Annual Meeting JCRL

#### Editorial Advisory Board Annual Meeting, October 24, 1997

##### Agenda

The Editorial Advisory Board will hold its annual meeting Friday, October 24, 1997 from 7:00 a.m. to 8:30 a.m. in The Coffee Garden, right off the lobby in the conference hotel. The breakfast is complimentary. Ordering breakfast and socializing are crucial parts of the meeting; consequently, I've restricted the agenda to the following:

##### 1. More and better manuscripts

How do we acquire more and better manuscripts? Who does what? (This is an action-oriented item.)

##### 2. Printer vs. Publisher

For initial consideration: Should JCRL recommend going with a publisher or staying with a printer? (Is the idea of a publisher worth looking into in detail?)

##### 4. Update on the Fall 97 issue and the Spring 98 issue.

##### 3. Shifts at the JCRL booth

Who can take shifts when?

##### 5. Other items of business?

Although some of you cannot make it to Sacramento, and some who can cannot make the Editorial Advisory Board meeting, I look forward to seeing several of you for breakfast and a good yack about JCRL.

Jim Bell

Editor, JCRL

## SIG Coordinator Report October - 1997

SIG's/Leaders/Membership #s

SIG	LEADER	NO. OF MEMBERS
01. Cognitive Psychology	Jan Swinton	58
02. College Reading	Carol Wills	168
03. Computer Technology	Lucy Tribble MacDonald	84
04. Counseling and Helping	Courtney Gibbs	23
05. Critical Thinking	---Position open---	84
06. Developmental Writing	Margaret Clark	76
07. Emotional/Motivational Aspects	---Position open---	52
08. English as a Second/Foreign Language	Anna-Maria Schlender	52
09. Learning Assistance Center Management	Jan Norton	150
10. Learning Disabilities	Zanetta Douglas	80
11. Liberal Arts Colleges and Universities	---Position open---	33
12. Math (Tutorial)	Lois Haid	48
13. Multi Cultural	Cynthia Linton	46
14. Peer Tutoring	Helen Baril/Elaine Wright	189
15. Research and Evaluation	Craig Stern	60
16. Teaching Excellence	Kate O'Dell	37
17. Workforce Literacy	Vickie Papineau	30
18. Humor	JoLynne Richter	(formative phase)
19. Distance Learning	---Position open---	(formative phase)

Total membership: 1,270

## **Conference Activities**

There are fourteen SIG activities scheduled at the Conference out of a total of seventeen SIGs.

## **Handbook and Directory**

Attached to this report is a copy of the most recent *SIG Leader Directory* for 1997-1998, which contains all updated information that I have received. In addition, I have attached a copy of the *1997 SIG Leader Handbook*. The *Handbook* contains the following:

Letter of appreciation from SIG Coordinator. (Should probably have one from the President.)

Job Description

Duties of SIG Leader (I have attempted to attach some chronological plan to the responsibilities of the SIG leaders, especially in terms of conference planning. Note that it is a draft copy and, thus, open to revision.)

Sheet of directions for mailings and newsletters along with a listing of individuals who should get a copy of mailing.

Sample newsletters.

Reimbursement forms

SIG leader annual report form for November, 1997.

## **Other Changes**

SIG Leaders Vickie Edelnant of the Liberal Arts Colleges and Universities and Charlotte Babcock of the Emotional/Motivational Aspects of Learning are retiring from their duties as of this month.

Two SIG's are still in the formative stage. JoLynne Richter has expressed an interest in beginning a Humor SIG. She apparently she still has some health concerns that have not yet been resolved. She has not communicated her current situation.

## **Concerns**

This year very few SIG Leaders signed up for the Leadership workshop. I am not sure about the reason, especially since there were many new SIG Leaders this past year.

## **Positive Aspects**

The availability of most SIG Leaders as well as other CRLA officers has aided communication between the co-coordinator's, the co-coordinators and the SIG Leaders, and the co-coordinators and the board. It has also helped to receive the board minutes and to be able to relay relevant items to the SIG Leaders who can then pass on the information to their SIG members.

In addition, the arrangements of non-meal functions for conference SIG activities has provided more opportunities for members to participate without worrying about additional expenses. The arrangement of subsidizing SIG meal functions and the anniversary special of one free SIG has also been two features that indicate strong support from the in-coming president, Kathy Carpenter and the CRLA board in general.

### **Replacements**

SIG Leaders for the Liberal Arts Colleges and Universities, the Emotional/Motivational , Aspects of Learning, and Distance Learning are needed. Pat Jonason arranged for the Distance Learning SIG to meet at the conference even though there is no SIG Leader. We hope to find a volunteer at the meeting.

Patti Dozen was approved by the board to share coordinator duties this year. The first part of the year Pat Jonason continued the coordinator duties. The second part of the year, Patti Dozen assumed the coordinator role under Pat Jonason's guidance. Patti Dozen has applied to continue as coordinator but the board has not yet made a decision.

Although this occurred at the request of the out-going coordinator, to have co-coordinators, it provided a good transition of duties from one person to the next. The one year overlap of co-coordinators seem to be helpful in maintaining the continuity of responsibilities. It is hoped that this will become a tradition. Nevertheless, Pat Jonason is compiling a SIG Coordinator's handbook for the next person to use.

Respectfully submitted,

Pat Jonason  
SIG Coordinator

Patti Dozen  
SIG Co-Coordinator

## CELEBRATE WITH SPECIAL INTEREST GROUPS

Special Interest Groups (SIGs) were developed to provide CRLA with a means of networking throughout the year. Each group reflects the current issues and interests of CRLA membership and maintains flexibility, openness and commitment to the professionalism of the organization. Current SIGs include:

- |   |   |   |
|---|---|---|
| A. Cognitive Psychology                 | G. Emotional/Motivational Aspects of Learning | K. Liberal Arts Colleges and Universities |
| B. College Reading                      | H. English as a Second/Foreign Language       | L. Mathematics Tutorial                   |
| C. Computer Technology                  | I. Learning Assistance Center Management      | M. Multicultural Issues                   |
| D. Counseling and Helping Relationships | J. Learning Disabilities                      | N. Peer Tutoring                          |
| E. Critical Thinking                    |   | O. Research/Evaluation                    |
| F. Developmental/Basic Writing          |   | P. Teaching Excellence                    |
|   |   | Q. Workforce Literacy                     |

### SIG Breakfast Meetings

preregistration required

Thursday, Oct. 23, 7-8:30

- J. Learning Disabilities  
O. Research and Evaluations

Friday, Oct. 24, 7:30-8:30

- G. Emotional/Motivational Aspects of Learning  
N. Peer Tutoring

You must preregister to attend the above; see conference preregistration form. Dietary needs can be accommodated.

### SIG General Business Meetings

no preregistration required

Thursday, Oct. 23, 7:30-8:30 a.m.

- D. Counseling & Helping Relationships  
H. English as a Second/Foreign Language  
Q. Workforce Literacy  
B. College Reading

Friday, Oct. 24, 7:30-8:30 a.m.

- I. Learning Assistance Center Management  
A. Cognitive Psychology  
K. Liberal Art College/Universities  
C. Computer Technology

If you don't have time for breakfast, an Espresso Bar in the hotel lobby offers a variety of coffees, teas, muffins and rolls which you may purchase on the way to your SIG meeting.

### SIG No-Host Dinner Meeting

no preregistration required

Thursday, Oct. 23, 6:45-9:00 p.m.

- F. Developmental/Basic Writing  
P. Teaching Excellence  
(meet in hotel lobby at 6:45 p.m.)

## Distribution List for CRLA Logo Stamps

### Board:

- President
- President-Elect
- Past President
- Treasurer
- Secretary

Patricia Mulcahy-Ernt  
Vince Orlando  
Tom Gier  
Sandra Evans  
Rosalind Lee

### Others:

- Canadian Symposium
- Conference Chair
- Archivist
- Awards and Scholarship Chair
- Elections Chair
- Tutor Certification Program
- Membership Coordinator
- Newsletter Editor
- JCRL Editor
- SIG Coordinator

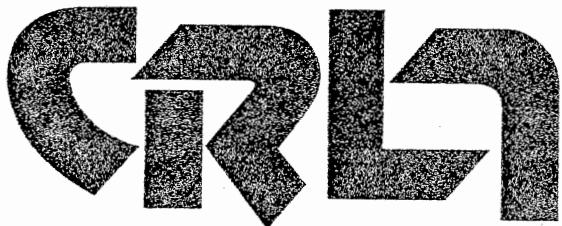
to Karl Olson  
Susan Deese-Roberts  
Karen Olson  
Karen Smith  
Donna Rosanne Cook  
Jo-Ann Mullen  
Karan Hancock  
Rosalind Lee  
Roslyn Bethke  
JoAnn Carter-Wells  
Pat Jonason

States and Regions

33<sup>30</sup> requested

SIG Leaders

20 requested



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Board Meeting  
OCT 24 1997  
Sacramento, CA  
Attachment F  
6 page 5

**Memorandum**

To: CRLA Board of Directors

From: Karen G. Smith  
Archivist

Date: October 22, 1997

In 1986 when the Archives were transferred to me, there were two filled file cabinets. Since that time, I purchased (with Board approval) two more file cabinets.

Over the years, I have been persistent in asking committee chairs, SIG leaders, and state and region directors and presidents to send copies of materials that should be placed in the archives. Now all four file cabinets are full and 14 boxes of unsorted materials wait to be organized for the archival records.

Until old and deteriorating Board meeting minutes and attachments can be removed from the file cabinets and placed in a more permanent record, I cannot sort the materials recently received. Finding documents, records, or specific information in the archives is almost impossible as they currently exist.

I've been convinced for several years that the minutes, at the very least, needed to be computerized, but I could not determine an appropriate mechanism for doing this. The Board of Directors, at my request, has annually allocated \$500 as initial cost for converting the archives to a permanent record by scanning them onto computer disk. However, I have never used the funds because I have been searching for a better mechanism for storing documents and managing the archives.

The organization is now over 30 years old, and as member services expand and concomitant records increase, the archival records will become less and less accessible. It is imperative that they are reduced in spatial need and volume and made more accessible and permanent.

The attached proposal has been developed in response to the needs of the organization and my research into possible solutions.

***Long term goal:*** Provide document management of CRLA archives in an on-line format for storage and retrieval.

### **Explanation of Proposal**

In order to make the growing CRLA archival information available for appropriate and timely retrieval, it must be placed on-line. This task is made more manageable by segmenting it into two parts.

**Step One:** Acquisition of data into on-line format. Here the information is scanned and fully labeled. This type of information can be annotated or viewed but one more step is required in order to enable text searching. In essence this step is "reading" the pages to create a textual representation of the pages. Once those steps have been completed the page must be stored and indexed. Finally, this page must be located in a reachable environment so that readers and editors can access it.

**Step Two:** Storage and maintenance. The information must be kept so that it can be used in a secure environment. If necessary, the data can be accessed from any location, using the Internet as the medium. Those given access by the supervisor can be allowed specific rights to the information in order to maintain confidentiality.

**Product Recommendation:** While there are numerous products claiming to lead the industry, Lotus Notes has proven to be the leader in document management. Commanding seventy percent of the groupware market, Notes has shown the competition that it is possible to keep costs down while providing unheard of return-on-investment for the client. Using the tools within Notes one can build a complete storage/retrieval system without additional software. This is in contrast to the patchwork required to implement other systems. Harnessing the power of replication allows sets of information to be located in dispersed locations while maintaining availability.

**Vendor Recommendation:** Once decided on Lotus Notes, I became aware of Lotus Business Partners. The relationship between partners and Lotus allows Lotus to develop and market Notes while partners customize the products for specific goals. As a Qualified Business Partner, Integrated Systems, Inc. is ready to help CRLA realize the goals of document management and information accessibility.

**Specifics of the Plan:**

**Phase 1:** Scan, store and index the minutes of all Board of Directors' meetings, including the attachments. Discarding hard copy of the minutes, all attachments which are permanent and pertinent will be kept in hard copy file.

Cost: Scan and index - 300 pages per year . 30 years . @ \$.24 per page = \$2160  
Storage, allowing for access - @ \$.0020 per page = \$18 per year

**Phase 2:** Scan, store, and index presidential correspondence. After hard copy minutes are removed from the files, presidential papers will be located and cost estimate made. Board approval will be required after cost estimate is available and before phase 2 begins.

**Phase 3, 4, 5, etc.:** Scan, store and index other organizational documents. The Board of Directors will determine which materials will be added in each phase to the on-line storage.

State & regional organizational records  
Committee records  
SIGs and SIG newsletters  
Conference records and conference programs  
Newsletters  
Journals  
etc.

**Request from the Archivist: Fund the first stage of the storage of CRLA documents / minutes of the meetings of the Board of Directors 1967-1997.**

**Estimated cost of Phase One: \$2100 - \$2500, plus \$18 - \$20 yearly storage fee.**

Memorandum - Lotus Notes

File Edit View Insert Actions Text Window Help



New Document Open Document Submit for Review Mark Private

Memo

Document Title:

**Memorandum**

Original Document Date:

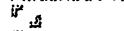
08/08/83

Message Content:



Message Text --and/or-- attached Text File:

Attached File:



Text:

(602) 724-3311

MEMORANDUM

TO: Karen Smith, President WCRLA

FROM: Marci Matlock, Co-Chairperson, Foundation Studies

RE: WCRLA Summer Institute for 1985

DATE: August 8, 1983

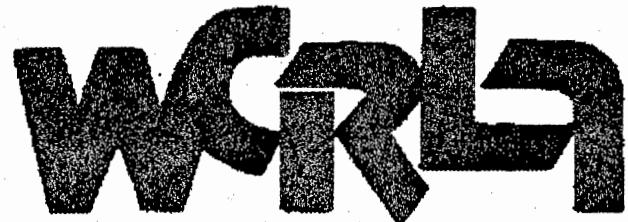
Here is a very rough outline of our preliminary thinking on the institute. For the sake of clarity I will use your proposed outline but not attempt, at this time, to answer every point. There are also some areas about which I have questions and I will designate those.

I. Subitting a Proposal

The OCR'd text or other body of this document

Print Mail

WCRLA Document Library - All Documents - Lotus Notes		
File Edit View Create Actions Window Help		
Navigator New Document Attachment Attachment to Attachment		
Date	Topic	pages
12/07/83	Conference Telephone Call	2
09/26/83	Wcrla Board Meeting Telephone Conference Call	3
08/16/83-08/18/83 37	► Wcrla Board Of Directors	0
03/03/83	Memorandum	4
07/22/83	2 ► Wcrla Board Minutes	
03/22/83	16 ► Wcrla Board Of Directors Minutes	24
01/27/83	Wcrla Board Minutes	3
01/01/83	12 ▼ Wcrla Bank Records	
	Attachment A (Eric S Gross 09/30)	pages : 5
	Attachment B (Eric S Gross 09/30)	pages : 1
	Attachment C (Eric S Gross 09/29)	pages : 1
	Attachment D (Eric S Gross 09/30)	pages : 1
	Attachment E (Eric S Gross 09/30)	pages : 1
	Attachment F (Eric S Gross 09/30)	pages : 5
	Attachment G (Eric S Gross 09/30)	pages : 3
	Attachment H (Eric S Gross 09/30)	pages : 1
	Attachment I (Eric S Gross 09/30)	pages : 2
	Attachment J (Eric S Gross 09/29)	
	Attachment K (Eric S Gross 09/29)	
	Attachment L (Eric S Gross 09/29)	
12/09/77	Board Of Directors Meeting	31
09/09/77	Board Of Directors Meeting	9
08/09/77	Minutes For The September 9/10 Board Meeting	31
04/02/77	Board Of Directors Meeting	16



Western  
College  
Reading &  
Learning  
Association

**READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES**

Attachment C

February 9, 1984

TO: Board Members

FROM: Suzanne McKewon, Secretary

RE: Treasurer's Position Fidelity Bond

This is to let all of you know we now have a Treasurer's Bond in place as of February 7, 1984, insured by the Insurance Company of North America. The bond will be in force for 3-years with a prepaid premium of \$167, covering a loss of up to \$50,000. It insures the position of Treasurer, regardless of who is serving in that position, but there are a few changes in our routines that will be required:

1. All checks over \$1,000 will require 2 signatures, Treasurer and President.
2. The bank statements must be seen each month.

Oct 10 09:45 1997 Printed by: rosalind Page 1

Oct 24 1997  
Sacramento, CA  
Attachment G  
5 pages

From kgs@rci.Rutgers.edu Fri Oct 10 09:45:03 1997  
Date: Wed, 8 Oct 1997 15:34:03 -0400  
From: "Dr. Karen Smith" <kgs@rci.Rutgers.edu>  
To: flchris@primenet.com, SHEETS.RICK@a1.pvc.maricopa.edu,  
76265.2466@COMPUERVE.COM, gmater+@pitt.edu, gerkin@pvc.maricopa.edu,  
GKERSTIE@ADMIN.ELCAMINO.CC.CA.US, mioduski@CCIT.ARIZONA.EDU,  
carpenterk@platte.unk.edu, ohear@cvax.ipfw.indiana.edu,  
MBurns7025@AOL.COM, kgs@rci.rutgers.edu  
Cc: orlandov@mscd.edu, carpenterk@platte.unk.edu,  
mulcahyp@cse.bridgeport.edu, rosalind@Kwantlen.BC.CA,  
mioduski@CCIT.ARIZONA.EDU, ohear@cvax.ipfw.indiana.edu  
Subject: Contributors of CRLA Monograph

The following correspondence will also be sent via U.S. mail to those contributors for whom I have mailing addresses. Please confirm via email that you have received this correspondence and do agree to be a contributor, as indicated below.

And, many thanks to you!

Karen

-----  
-----

Kreeger Learning Resource Center, Rutgers University, 151 College Avenue,  
New Brunswick NJ 08901-8545

October 8, 1997

Dear Colleagues:

Thank you for agreeing to be a contributor to a new CRLA document that we are preparing for publication, \*Learning Assistance Center Guidelines for Start-up and Renewal: Twenty-Three Key Questions to Answer\*. Our plan is to write the monograph in the form of conversations between a newly hired learning assistance administrator and a CRLA colleague with many years experience administering learning assistance programs and services. The conversations will be structured as a series of twenty-three basic questions along with sub-questions that a newly hired administrator might ask for additional information.

The answers to these questions do not pretend to be the only answers. They are simply the information and advice of CRLA colleagues who have gone through the experiences of starting up a new program or taking over an existing learning assistance program. We have listed some keywords after your question to stimulate and guide your writing. Remember to add as sub-headings any sub-questions that you think might be asked to amplify or clarify your answer.

Following the twenty-three conversations is a special section, entitled "Next Steps," in which activities for start-up and renewal are listed as suggested responses to the conversations. The monograph concludes with an extensive list of relevant books and articles for further study, an index to facilitate rereading for specific information, and a user feedback form to give CRLA reader input for a subsequent revision of the monograph.

We think that this publication will be of invaluable assistance to new administrators of learning assistance centers, as well as to those who undertake a revision of their existing center.

We are asking for first drafts to be submitted to Karen at the address above or through email by January 10, 1998. And, if you have let your CRLA membership lapse, please join promptly.....

The Editors,  
Karen G. Smith, Frank Christ, and Rick Sheets

Karen: kgs@rci.rutgers.edu  
Frank: flchris@primenet.com  
Rick: SHEETS.RICK@a1.pvc.maricopa.edu

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Learning Assistance Center Guidelines for Startup and Renewal:  
Twenty-Three Key Questions

Editors: Karen Smith, Frank Christ, Rick Sheets

Preface: Kathy Carpenter, CRLA President (purpose and acknowledgements, to be written with some direction from the three editors)

Introduction: Frank Christ

Table of contents

Question 1: What are some typical scenarios of a new administrator of a learning assistance center or program?

Rick Sheets  
(include examples such as, new hire from inside the inst., from outside, organizational realignment, need to secure funding, etc.)

Question 2: What is a learning assistance center?

Gwyn Enright  
(discuss different definitions, including a definition of learning assistance)

Question 3: What can I call my center?

Gene Kersteins  
(discussion of the different names used, could identify specific center names and the institutions where exist. Also, information on why a specific name is used would be helpful.)

Question 4: How can I develop my professionalism in learning assistance?

Karen Smith  
(include suggestions re/ workshops, Winter Institute, professional association conferences, memberships-CRLA, MCCLA, professional reading-journals and books, New Directions for la-Jossey Bass, MM's book, Casazza's book, LRNASST, websites -- participation in organizations, networking, using peers within organization, Mgt SIG)

Question 5: Why is an lac being developed and what is it expected to accomplish for students?

Elaine Burns

(discuss variety of scenarios including those discussed in question 1, include expectations when program begins such as retention, increased GPA, support to special populations and/or special programs)

Question 6: Who are the significant individuals, units, departments, or student groups that may support the development of an lac?

Socorro Vasquez

(include discussion of groups such as faculty members, program heads, department chairs, vice presidents, academic senate, student body organization officers, etc.)

Question 7: How do I support different expectations of administration, departments, faculty, students, and special units?

Sylvia Mioduski

(for example, how to respond to expectations of different divisions within the institution--faculty, athletics, dean--without compromising the program's credibility with and for the students it will serve?, use of faculty liaisons)

Question 8: What is the role of lac with special populations?

Sylvia Mioduski

(for example, the role models within staff, inclusion of programs for students w/disabilities, attending and supporting special functions, recruiting student staff from special populations, training staff in special programs to do what lac people do, etc.)

Question 9: What is the role of faculty in the development and operation of lac programs and services?

Mike O'Hear

(include collaboration activities/guidelines on using lac services, participation in tutor certification, use of lac for office hours, participation in faculty development/providing course support/tutor selection, extra credit for use of lac services, advisory board, course tests on file, etc.)

Question 10: What management tools may be useful for the success of lac programs and services?

David Gerkin

(for example, use of pert, MBO, TQM, Situational Ldsp, org devmt/renewal-what about a mission statement-its usefulness?)

Question 11: How can technology enhance the learning assistance programs and services of the lac?

Karen Smith

(i.e, data collection, training, scheduling, instructional support, direct delivery, communication-email-voice mail-conferencing w/mgt-vertical and horizontal communication, communication between students-tutor, asynchronous learning, personalized learning,etc.)

Question 12: How can I develop a campus network for the success of my learning assistance center?

Frank Christ

(for example, identify by name, telephone & dept, make connections, mainiain conncections, do something nice professional for contact)

Question 13: How do I assess what programs and services are needed for our students?

Reed Mencke

(information on formal and informal-needs assessment instrument(s), focus groups w/faculty & students and student groups, etc.)

Question 14: What kinds of programs and services do lacs offer?

Martha Maxwell

(include, information on programs for students, faculty, staff, community, alumni--tutoring, mentoring, study groups, SI & other paired groups, personalized, orientations, workshops, training, tutoring training, course support, etc.)

Question 15: How do I choose and use appropriate instructional resources for students?

Georgine Materniak

(for example, read reviews, query colleagues, preview, make decisions related to actual need -- course-related materials as approved by faculty, multi-media instructional equipment, related self-paced programs, texts, computers and appropriate instructional software, models, learner-validate, etc.)

Question 16: How do I assess the needs of individual students?

Reed Mencke

(discussion of formal and informal methods, list/tabulate needs, content needs, study skills, learning styles, reading & writing skill needs, computer literacy, identifying special needs, screening vs. diagnosis, etc. List names and sources for instruments.)

Question 17: How are lacs staffed and managed?

Rick Sheets

(include staff categories, initial and ongoing training, organizational chart, qualifications, job descriptions, weekly staff meeting, briefings and debriefings, delegating, reporting, etc.)

Question 18: How will the lac fit into the institution's organizational structure?

Gwyn Enright

(show examples such as student affairs, academic affairs, collegiate affiliation, special unit, etc. Give examples and specify institution)

Question 19: Where are lac programs and services located?

Gwyn Enright

(discuss facility site options and discuss: library, general college, student union, central location, stand-alone building, learning resources complex, etc.)

Question 20: What are some space, furnishings, and equipment considerations in the design of a lac?

Karen Smith

(include discussion of plan for traffic patterns, considerations of the programs to be delivered, numbers of students and staff, philosophy of

LAC and its impact on design, 504-accessibility, using existing-stored-shared resources, atmosphere, visibility, openness, friendly, use of plants, security, modularity, potential for multiple use)

Question 21: How can lac programs and services be evaluated?

David Gerkin

(include formal and informal, use of user numbers, by student-staff-faculty, peer evaluation, user evaluation, outside consultant, midterm, annual, ongoing, computerized, matching outcomes to goals)

Question 22: How do I develop a favorable image for the lac and how do I publicize the programs and services to the lac?

Frank Christ

(use of logo, standard format in handouts, t-shirts, placemats in faculty dining,bookmarks, catalog descriptions, brochures, campus newspaper, radio,video, web, briefings in deptartment meetings, student clubs, orientation activities, etc.)

Question 23: Are there standards for learning assistance programs and services?

Georgine Materniak

(yes-CAS, discuss value, provide highlights, and reference how to get a copy of the standards)

Next Steps:

Frank Christ

(now what? what are my next steps? implementation? effectiveness? how keep my organization dynamic? how use the network?)

Bibliography (from references cited by the contributors)

Additional Resources (Frank using Lindex listings, Rick, Karen)

Index

\*\*\*\*\*  
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## COLLEGE READING AND LEARNING ASSOCIATION

**BOARD MEETING**  
**Saturday, October 25, 1997**  
**Sacramento, California**  
**Summary of Minutes**

Red Lion Hotel

Room Folsom 500

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**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Susan Brown, *Site Selection Chair*; Susan Halter; David Arendale, *NADE Past-President*; Gladys Shaw, *ITCP Chair*.

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The meeting was called to order at 3:15 p.m. PDT.

**1. Past Officers' Group**

Past board members at Friday's breakfast were enthusiastic about organizing into a working group and keeping in touch with the current executive board. Susan Deese-Roberts, Gladys Shaw and Denise McGinty Swann volunteered to pull the group together. Denise will be the liaison between the group and the board.

**2. Vacancies**

Denise McGinty Swann is interested in the position of by-laws chair. There is someone interested in chairing the political liaison standing committee; that name will be given to Kathy.

**3. Election Slate**

Pat presented the potential slate for President-Elect and Treasurer during a brief closed session.

**4. Site Selection Report**

Hotels in New Orleans have submitted bids to hold a CRLA conference in fall 1999. Those in the French Quarter are too small for a CRLA conference, and the cheapest rate from one outside the Quarter, the Hyatt, is \$148 US. Registration at recent CRLA conferences have been around 500 and the number of exhibitors may be growing. These are factors to keep in mind when looking for hotels. Susan Brown and Susan Deese-Roberts will travel to New Orleans in two weeks to continue the search.

Conferon, Inc. is a firm specializing in organizing conferences. They negotiate with a hotel on behalf of an organization, guaranteeing the lowest hotel rates, and are paid by the hotel through an override on rooms booked. Susan Brown will explore the feasibility of CRLA using Conferon.

Members from the Northeastern US, Washington state and Oregon have shown interest in hosting a national conference. The past officers' group is also considering hosting a conference, possibly in Las Vegas, NV.

**5. CRLA-NADE Cooperation**

David Arendale brought greetings from NADE. Vince thanked him for the ideas he provided for our conference planning.

Both associations wish to continue the collegiality, and the Agreement of Collaboration will be updated. We explored the idea of co-hosting a professional event such as a symposium at a time which would not interfere with other established professional events. Each association

will appoint someone to work with the liaison from the other group to develop a proposal for a jointly-sponsored event.

**6. Report from the International Tutor Certification Program (ITCP)**

Gladys Shaw presented her annual report. She recommended increasing the profile of the ITCP and the Tom Pasternack Outstanding Tutor Award by placing an insert into the membership brochure, asking state/regional leaders to advertise in their local newsletter and placing a larger ad in the *Newsletter*.

Gladys reported that processing applications for certification and re-certification is very labour-intensive and becoming costly as many programs are due for 5-year recertification. Her school has absorbed much of the cost, but she recommended adjusting the current fee structure. The application fee for a new program to be certified is \$50 US. After one year, the fee to re-certify for 3 years is \$25 US. After 3 years, the fee to re-certify for 5 more years is \$25 US. **The board approved the increase of the 5-year recertification fee to \$50 US. The board also supported the amendment of the tutor selection criteria at all three levels to require "the written approval of an instructor AND an interview" instead of written approval OR an interview.**

Gladys is planning to develop an institute for training advanced tutors.

The board commended Gladys for the work she is doing for the ITCP.

**7. Miscellaneous**

JoAnn Mullen sent a bouquet of flowers, wishing all a good conference.

Files on the states and regions were transferred.

Group responses from the plenary session on CRLA's proposed goals and strategic plan were distributed.

**The board accepted and approved all the reports presented.**

Vince thanked Pat for her contributions while she was on the board for the past 3 1/2 years.

**The meeting adjourned at 4:36 p.m. PDT.**

These minutes were approved December 12, 1997.

## COLLEGE READING AND LEARNING ASSOCIATION

### BOARD MEETING Saturday, October 25, 1997 Sacramento, California Minutes

Red Lion Hotel

Room Folsom 500

Members present: Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.  
Guests: Marilyn Broughton, *Incoming Secretary*; Mike O'Hear, *Incoming President-Elect*; Susan Brown, *Site Selection Chair*; Susan Halter; David Arendale, *NADE Past-President*; Gladys Shaw, *ITCP Chair*.

Vince called the meeting to order at 3:15 p.m. PDT.

#### 1. Past Officers

Kathy reported that the past officers who attended the breakfast Friday morning were enthusiastic about keeping in touch with the board and liked the idea of being organized into a working group. Susan Deese-Roberts, Gladys Shaw and Denise McGinty Swann volunteered to pull the group together. Denise also volunteered to be the liaison between the board and the group.

#### 2. Good Wishes

Kathy received a bouquet of flowers from JoAnn Mullen who wished everyone a good conference.

#### 3. Vacant Positions

##### *By-Laws Chair*

Denise McGinty Swann has indicated interest in the position of by-laws chair.

##### *Political Liaison Committee Chair*

Ann Faulkner will forward to Kathy the name of someone interested in chairing the political liaison standing committee.

#### 4. Miscellaneous

##### *Goals and Strategic Plan*

##### *Attachment A*

The group responses from the plenary session on CRLA's proposed goals and strategic plan were distributed.

##### *State/Region Material transferred*

Pat transferred the file on the states and regions to Vince.

##### *Election slate (in camera session lasting 5 minutes)*

Pat presented the potential slate for President-Elect and Treasurer.

## **5. Site Selection Report**

### ***Hotels in New Orleans for 1999 conference***

### ***Attachments B, C***

Susan Brown and Susan Halter reviewed some of the hotel options for holding a conference in New Orleans in 1999. October is the busiest month for that city. The Hyatt, near the French Quarter, has offered the cheapest rates, \$148 US for a single through triple. This is high for our members; however, the hotels right in the quarter are not large enough for us. The board discussed subsidizing the room rate.

There was concern that the Hyatt also charged \$200 per day for rooms for the general sessions. Vince recommended aiming for the lowest number of guaranteed rooms possible when negotiating the contract. Kathy advised that the number of exhibitors would probably be growing and this should be kept in mind when looking at hotels. For the Sacramento conference each exhibitor paid for his own electrical hookup.

Susan Brown and Susan Deese-Roberts will travel to New Orleans in two weeks to continue the search and will fax new information to board members before the next conference call in December.

### ***Conferon, Inc.***

Susan Brown described the work of Conferon, Inc., the largest firm in the US which organizes conferences. They negotiate directly with a hotel on behalf of their client, guarantee the lowest room rate, and are paid by the hotel through an override on the room rates. Vince recommended that Susan explore in greater detail what the firm could do for CRLA.

David Arendale joined the meeting at 3:40 p.m.

David Arendale gave us more information on Conferon, Inc. and told us NADE would be using them. The firm can be contracted for one year at a time. It offers a range of services.

### ***Potential Sites for Future Conferences***

Susan B. indicated that the past officers' group was interested in hosting a conference, possibly in Las Vegas, NV. Individual members from the Northeastern US, Washington state and Oregon have also indicated an interest in hosting a conference. Susan will follow up with these people.

## **6. CRLA-NADE Cooperation**

### *Greetings from NADE*

### *CRLA-NADE Collaboration*

### *Jointly-Sponsored Events*

David Arendale, past president of NADE, came by in a collegial fashion to bring greetings to the CRLA Board and to explore the possibilities for jointly hosting an event.

Vince thanked David for the help he has given to our conference planning, particularly the ideas for enhancing exhibitors' contributions. Vince expressed the wish, on behalf of CRLA, that the collegiality continue. The CRLA-NADE Agreement of Collaboration will be updated.

The possible events which our organizations could co-sponsor include an institute on technology, a full conference, or a symposium. We need to be careful that scheduling an event does not interfere with each organization's own conference or with other established events such as the Kellogg Institute, MCLCA's biennial institute or the biennial conference on research in developmental education.

The board of each organization will appoint someone to work with the appointed liaison from other association to develop a proposal for a jointly-sponsored event.

David Arendale left the meeting. Gladys Shaw joined the meeting at 4:07.

## **7. Report from the International Tutor Certification Program (ITCP)**

### *Kudos for ITCP*

### *More advertising for ITCP*

The board commended Gladys on the work she is doing with the ITCP. It has become a high profile program for CRLA.

Gladys reported that processing the certifications and re-certifications is very work-intensive. Her program at U of Texas - El Paso has absorbed much of the cost. She recommended the ITCP be promoted more actively. One suggestion is to advertise the ITCP in state/regional newsletters. She also recommended rewriting the CRLA glossy brochure to include the ITCP and having a larger ad in the *Newsletter* which would give more prominence to the Tom Pasternack Outstanding Tutor Award.

Mike O'Hear joined the meeting at 4:20 p.m.

***Five-year Recertification Fee Increase***

Gladys recommended the 5-year recertification fee be increased to \$50. She advised us of the current fee structure. The application fee for a new program to be certified is \$50. After one year, the fee to re-certify for 3 years is \$25. After 3 years, the fee to recertify for 5 more years is \$25.

Kathy moved we approve the increase of the 5-year recertification fee to \$50. Pat M-E seconded.  
**PASSED.**

***Tutor Selection Criteria Amendment***

The current criteria for tutor selection at all 3 levels of certification ask for "the written approval of an instructor OR an interview with an instructor." Gladys, after having consulted the other tutor program evaluators, recommended the criteria at all three levels be changed to having the written approval of an instructor AND an interview.

**The board supported this change to the tutor selection criteria.**

***ITCP as Model***

There was a general discussion about how the ITCP could be a model for other programs such as peer advising and peer mentoring.

***Possible Institute***

Gladys has plans to develop an institute for training advanced tutors. A verification of training, in the form of a certificate, could be used by the tutors for credit at their school if the school recognized the training.

***8. Miscellaneous***

We reviewed the agenda for Sunday.

**Pat moved the board accept and approve all the reports presented. Sylvia seconded. PASSED.**

Vince thanked Pat for her contributions while she was on the board for the past 3 - 1/2 years.

The meeting adjourned at 4:36 p.m.

These minutes were approved December 12, 1997.

**COLLEGE READING AND LEARNING ASSOCIATION**

**BOARD MEETING  
Saturday, October 25, 1997  
Sacramento, California**

**List of Attachments to the Minutes**

- A. Plenary Session Group Responses re: Goals and Strategies for CRLA
- B. Letter from Delgado Community College Supporting Susan Halter as On-Site Chair for Potential CRLA Conference in New Orleans, 1999
- C. Site Selection Report for 1997 from Susan Brown
- D. Memo from ITCP Coordinators re: Annual Report
  - D1. ITCP Annual Report, 1997
  - D2. Agenda for Annual ITCP Committee Meeting, October 24, 1997

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

JAN Norton

Group Members:

Pat Mulcahy-Ent, Robin Melton,  
Sylvia Mioduski

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

MISSION STATEMENT:

The mission of CRLA is to provide a forum for the interchange of ideas, methods, and information to improve teaching, learning, and research in post-secondary educational environments.

As a dynamic community of professionals in the fields of reading, learning assistance, developmental education, and tutorial services, we seek to give practical application to research and to promote the implementation of innovative strategies that enhance college student learning and teaching in order to make a positive difference in the lives of students.

STRATEGIES OR ACTIVITIES

in Miss. St. = learning, teaching, and research

② conference presence at other organization  
③ better quality lit/promo on certification

ITCP = ① more prominent presence in goals & strategies

for goals = "teaching, and research in college ready, work, math, learning assistants, - - - - -"

Values, live 5 <sup>approaches to</sup> learning and teaching

need more focus in values : goals on research : the need to do it, disseminate

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator: KAREN AGEE

Group Members: CAROLE SPRINGER-DAVIS MARY JO BERZER, JOHNNIE  
PORTER

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

GOAL 1:

CRLA will provide high quality professional development opportunities for those working in the fields of postsecondary learning, teaching, and research in reading, learning assistance, tutorial services, and all aspects of developmental education.

1. Provide guidelines for Institutes & SIGs. Review current guidelines and make more uniform.

STRATEGIES OR ACTIVITIES

2. Compile annotated bibliographies or abstracts of useful readings. — in Newsletter? homepage?
3. Expand homepage to include such abstracts. Perhaps monthly topic: what are you reading about it?
4. SIGs should send regular newsletters (2-4 annually): at least summer and winter, to bridge info gap between fall rate conference and spring state conference.
5. At conferences, schedule leadership conference not at same time as institutes. Tie in with professional development opportunities.
6. Try to remember to develop our colleagues who are just beginning their profession as well as old-timers.

- available

  7. Large sessions (reading people, writing people, math ... learning assistance) Should be held to discuss how best to investigate (study/research some issues and questions in the profession) Answer questions in Newsletter (before) After session, folks should leave with several ways of exploring some very important questions.
  8. Make research the theme of a conference. Karen Quinn (Univ. of Ill-Chicago) Barbara Bonham/Hester Boyle could keynote - let math SIG teach the rest of the participants some statistical approaches. Identify value of quantitative & qualitative research. Claire Weston

After a short time the author and I left the hotel and took a walk around the city. We saw many interesting sights and were greatly pleased.

1960-1961 SEASIDE VINTAGE

卷之三

Le 1<sup>er</sup> juillet 1900, le décret de l'Assemblée législative de la province de Québec, intitulé "L'Assemblée législative de la province de Québec et les élections générales", a été promulgué par le Gouverneur en conseil. Ce décret établit les règlements pour les élections générales à venir dans la province de Québec. Il spécifie que les élections doivent être tenues le 1<sup>er</sup> octobre 1900, et que les résultats doivent être déclarés le 1<sup>er</sup> novembre 1900.

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

Group Members: Mike O'Hear, Tom Dayton, Rosalind Lee

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

GOAL 2:

CRLA will foster inquiry on topics that impact on student learning in postsecondary environments and will disseminate findings to the membership at large.

- 7 production of monographs  
8 promote more math programs (sessions & workshops)

STRATEGIES OR ACTIVITIES

- 1 grant writing workshops for people interested in seeking funding for student learning projects.
- 2 sessions to disseminate findings
- 3 cosponsored symposia on student learning issues (i.e., technology)
- 4 research projects on selected issues
- 5 Web site usage to ~~exped~~ share information
- 6 how-to sessions for new things (i.e., how to access <sup>Web</sup>)

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

Karen Smith, Rutgers U.

Group Members:

Denise McGinty Swann, UT Austin

Allen

"

Gillespie Uribe, U. of Arizona

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

GOAL 3:

CRLA will define the role of technology in related service delivery, professional development, and communication among constituent groups and develop the means for implementation.

STRATEGIES OR ACTIVITIES

A new "division" in CRLA to focus on "emerging technology" for fields w/i CRLA membership. This division would be somewhat similar to publications/journal with direction set by board & applications for membership.

→ The group should be no larger than 5.

→ The division will coordinate a leadership role and focus on communication w/~~member~~ designers to ensure that instructional and management software is designed to respond to member needs.

→ See attached

- Each member of division could head subcommittees focused on assessment software, instructional technology, mgmt software, etc.
- Evaluation of software - by a group, similar to an "editorial board"
- A strand within which focuses on new Software - how its used, how it won't work
- Resource guide - someone collecting info about new software w/ an evaluation

- { On-line lrng
- Research effectiveness of all new aspects (tech)
- Collaborative efforts in devmnt of software  
course-based design
- { Use of CUC me, etc

Recommendation of the use of a very tight, small cohesive group as the leaders

Products driven by CRLA members based on

fwr

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator: \_\_\_\_\_

Group Members: \_\_\_\_\_  
\_\_\_\_\_

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT	COMMENTS/PROPOSED CHANGES
GOAL 3: CRLA will define the role of technology in related service delivery, professional development, and communication among constituent groups and develop the means for implementation.	

STRATEGIES OR ACTIVITIES

*need → Pedagogy should drive the technology — now the technology is leading us. How should we take control of tech.*

- Consortia of developers developing resources
  - instructional
  - emergent managerial*
- a *technology division within CRLA* - we define the RPs and enlist

*How do we interface technology in our field?  
Where is technology most useful?*

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

Courtney Gibbs

Group Members:

Marilyn Broughton

Elaine Wright

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

GOAL 4:

CRLA will diversify its membership. Diversity within the organization is reflected by professionals who represent underrepresented groups, the various position classifications, institutional type and size, and geographic regions of the United States, Canada, and other countries.

- discount for first time attendees
- location should be

more to the middle of the U.S.

\*- alternate location of conference from east to west geographical location

- collect doctoral programs and have new Ph.Ds present  
to research (in region of conf. site)

- provide dorms and guest houses for cheaper accommodations for students or others to attend.

COMMENTS/PROPOSED CHANGES

- advertise conference
- emphasize learning part of CRLA as well as reading
- mathematics and motivation, learning disabilities
- Sigs need to emphasize math
- regions and states need more emphasis in the underrepresented areas

STRATEGIES OR ACTIVITIES

- more emphasis on the new professionals, grad students, ethnic groups
- Current school of education membership and add programs geared to their profession
- more sessions offered on research (over)

- target southern states and urban (Virginia) situations for membership that includes minority teachers
- recruiting membership at predominantly Black colleges
- have state and regional chapters emphasize membership of minorities

#### Suggested Sites for future:

- ① Washington DC
- ② Baltimore
- ③ Boston
- ④ Atlanta
- ⑤ Dallas
- ⑥ Philadelphia
- ⑦ Charlotte
- ⑧ Nashville
- ⑨ Boca Raton

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

Beth Johnson

Group Members:

Kate O'Dell, Rita Smitsken, Beth Johnson

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

GOAL 5:

CRLA will collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.

*Goal is appropriate*

STRATEGIES OR ACTIVITIES

1. Continue the PALS committee; have coordinator recommend) suggest other associations with whom to link.
2. Link more w/counselors; each CRLA member should try to bring a counselor, registration, or admissions person to the conference
3. Work w/appropriate organization for <sup>national</sup> postsecondary teacher certification; look up fellowships for delivery; "master the craft"

4. Work into work being done w/ content standards by other organizations - role of our standards come in relationship to this.

e.g. - in math, we endorse NAMC standards

self-policing before an external entity chooses to do so

5. Political activism + research needs to be closely tied to what we do

→ do research on those who receive math certification benefits of, etc.

6. Need to work w/ other groups to avoid a parochial view of what we do or how we do; if we do something w/ certification, must link up many others

7. The need to work w/ discipline organizations to secure credibility.

- NISOD

Need to be more of a national presence because we are unique + we come to reform from the perspective of 'the classroom' ("hot & sweaty from the classroom") - we are outstanding & others need to know this

Always explain the acronyms

ADD ANOTHER GOAL in nat'l presence;

Need to make world aware of our profession - what we do -- nature of our students -- build credibility

# COLLEGE READING AND LEARNING ASSOCIATION

## 1997 PLENARY SESSION

## **GOALS AND STRATEGIES FOR CRLA**

**Facilitator:** \_\_\_\_\_

Group Members: \_\_\_\_\_

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

**DRAFT**

**COMMENTS / PROPOSED CHANGES**

## GOAL 5:

CRLA will collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development within the fields of reading, learning assistance, tutorial services, and all aspects of developmental education.

## STRATEGIES OR ACTIVITIES

Add  
Goal to Z : neuroscience  
Educate out the Ocean research, etc)

Educate out the  
true nature of ITN  
nature of our students as  
being able to learn

put this into the good  
or have a separate  
goal so the importance  
of their ideas is captured.

V

October 1st 2011  
Santosh Kumar

COLLEGE READING AND LEARNING ASSOCIATION

1997 PLENARY SESSION

GOALS AND STRATEGIES FOR CRLA

Facilitator:

Group Members:

Peggy Schimmoeller

Theria Beverly

Lorraine Dreiblaft

Review the goal listed below. While considering this goal and the draft version of the CRLA mission statement, what changes to the goal would you recommend? What strategies or activities should CRLA engage in to meet this goal?

DRAFT

COMMENTS/PROPOSED CHANGES

GOAL 6:

CRLA will be a responsibly,  
effectively, and efficiently  
managed organization.

STRATEGIES OR ACTIVITIES

Leadership Strategies  
(Long term, visionary)

Continued review of strategic  
plan to foster development  
and growth with the  
organization

Management Strategies  
(short term,

- ① strengthen communication  
between national and  
regional members
- ② create Membership chair  
to track/facilitate regional  
and/or state affiliates
- ③ Annual membership survey  
to determine membership  
involvement and activity  
level of regions and needs

State Director - expand to  
facilitate membership in  
region.

Website - chat line -  
management questions/answers

CRLA Board Meeting  
10-25-97  
Sacramento, CA  
Attachment B  
1 page

# Delgado

COMMUNITY COLLEGE

CITY PARK CAMPUS  
615 City Park Avenue  
New Orleans, Louisiana 70119-4399  
(504) 483-4114  
FAX (504) 483-4577

October 10, 1997

**College Reading and Learning Association Board:**

Delgado Community College is happy to welcome the College and Reading Association to New Orleans in 1999, and to have Susan Halter be the On-Site Chair for this conference.

We will be able to provide long distance phoning and faxing privileges, as well as some limited printing and photocopying services. Additionally, we can offer computer classroom space for Wednesday workshops, and we will consider the possibility of some release time for Ms. Halter to devote to preparing for the conference.

We look forward to having your organization visit our city.

Sincerely,



Gail T. Jones, Ph.D.  
Executive Dean  
City Park Campus

GTJ:rj

A Comprehensive Community College

CENTER FOR LEARNING ASSISTANCE

MSC 5278  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001  
Telephone: (505) 546-3136



MEMORANDUM

TO: CRLA Board  
FROM: Sue Brown *MD*  
DATE: September 29, 1997  
RE: Site Selection Report

I have spent this past year working with Susan Halter from New Orleans to come up with a suitable bid for the 1999 Conference. Currently, we are negotiating with the Hyatt Regency and will present a bid at the annual conference. Because October is the high tourist season for New Orleans, we are looking at September or early November. Susan is extremely enthusiastic about serving as the conference on-site chairperson. In talking to CRLA members, there seems to be a great deal of interest in having the conference in New Orleans.

A resort broker has contacted me about having a conference in Palm Springs, California or Branson, Missouri. I will pursue this in the coming year. I will also try to identify someone from California who would be interested in hosting a conference in 2000.

The following are a few things to consider:

1. We need to generate more interest in hosting a conference. Maybe when the state directors meet, at the annual conference, we could place more emphasis on this. In any case, significant time needs to be spent at the conference trying to identify possible on-site chairpersons.
2. If we want to go to a major convention city, our room rates will be higher.
3. We are getting too big to go to a hotel where we are the only conference. Most hotels that could accommodate our room needs don't have enough meeting space.



College  
Reading &  
Learning  
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

September 8, 1997

CRLA Board Meeting  
10-25-97  
Sacramento, CA  
Attachment D  
4 pages

TO: The CRLA Executive Board  
FROM: Gladys R. Shaw and Robin Melton  
SUBJECT: Annual Report, International Tutor Program Certification (ITCP)

The 1996-97 annual report of the ITCP is enclosed for your review.

Additionally, we request that the board consider the following needs related to our goals and our publicizing ITCP:

1. Could we please have a condensed financial statement for the committee from the Treasurer stating the latest 12-month certification revenue and expenses. Our purpose in requesting this is to help us make recommendations to the Board for a future, stable administration of the program.
2. The Board's inclusion of ITCP members in the roster of the CRLA Representatives for state and regional meetings and/or presenters at those meetings. Our purpose in this is, of course, to publicize both CRLA and ITCP and provide a useful program resource for status and chapters.
3. The Board's recommendation or request to the Kellogg Institute and the Winter Institute that Tutor Training and Certification be included in their agendas since tutoring is such an integral component of Developmental Education. These venues are too important for us to be omitted, and we don't think we should sit back and wait to be invited. They need to know about us even if CRLA has to share the expense.
4. The Board's assistance with travel expenses related to presentations of the program at additional conferences, especially state and regional CRLA Conferences, NTA, and MCLA.

Finally, please know the committee appreciates the Board's support and welcomes suggestions and recommendations.

## **REPORT OF THE INTERNATIONAL TUTOR CERTIFICATION PROGRAM**

Since March, 1989 a total of 308 college and university tutorial programs have received national tutor certification through CRLA. This represents a 15% increase over 1996. At August 31, 1997, 27 programs have been decertified and 21 are pending new certification. Over 776 tutor programs throughout the US and Canada have received tutor certification packets and have begun the certification process. A list of certified programs is appended. It should be mentioned that three of the tutor programs that have received certification are high school programs. The CRLA International Tutor Certification Program has set up a rigorous standard that will enable a limited number of such outstanding high school programs to be so certified.

### **Name Change**

In the Fall of 1992 the board approved the name change from: CRLA Tutor Certification Committee to CRLA International Tutor Certification Program. This name change more accurately reflects the activities of this program. The change has been, and will continue to be, incorporated into all ITCP documents and forms.

### **Certification Forms and Fees**

The CRLA International Tutor Certification program now has in place a complete set of forms and guidelines that enables a program:

- 1) to obtain initial certification for one year, \$50.00 fee;
- 2) to obtain a three year renewal certification, \$25.00 fee; and
- 3) to obtain a five year recertification, \$25.00 fee

### **Committee Activities**

This year the committee functioned as a participative decision making body as well as evaluators. This input has resulted in very positive benefits for the program. The coordinators and committee members will make a 1997 conference presentation. This will be an institute. Another institute is also being presented by members on the committee on favorite training activities entitled "Tutor Training Pearls." The institute agendas are appended. Another presentation by the coordinators and committee members is an institute at the Texas Conference for Academic Support Programs (CASP). The application packet for five-year recertification has been revised by the committee

members for simplification and increased emphasis on cross-referenced documentation. We have added a Mentor Directory to the application packet to assist potential applicants with questions they may have included in the application packet (appended). The revised initial application packet has received good reviews from the evaluators. Both the revised Five-Year Recertification application and the General Information packet are appended for the Board's review and comments.

The Certification Program was publicized in national and state newsletters of NADE, CRLA, Commission XVI, Tutoring Exchange, and NTA. Numerous inquiries resulted from that visibility as well.

Concerns and issues expressed by evaluators and program participants have been collected over the year for consideration by the Committee at the 1997 meeting.

## GOALS

### 1996-97 Goals

All of the goals have been accomplished for 1996-97.

	Status
1. Conduct a poster session on Certification at the Texas Conference for Academic Support Programs jointly sponsored by TADE and CRLA.	Accomplished
2. Distribute applications and fact sheets, and solicit evaluators at CRLA, CASP, NADE, ACPA, and National Tutoring Association.	Accomplished
3. Contribute one or more articles to both the Tutoring SIG Newsletter and the CRLA Newsletter.	Accomplished plus NADE & Com. XVI Newsletter
4. Conduct a Certification session at the annual CRLA Conference. Accomplished	
5. Conduct a meeting of evaluators and others interested in the certification program at the annual conference.	Accomplished
6. Submit a list of evaluators for appreciation certificates.	Accomplished (Appended)
7. Continue the ongoing process of responding to requests for information, and evaluating new and continuing certifications requests.	Accomplished & Continuing

## **1997-98 Goals**

1. Prepare two presentation Modules on ITCP that can be distributed to Committee members (or others) for making presentations to publicize ITCP and CRLA. One module will be for a concurrent session and one module for institutes.
2. Conduct presentations at the annual conference of CRLA, NADE, CASP, ACPA, NTA, and expand to other conferences individual committee members plan to attend.
3. Become a representative resource for the CRLA Board for state and regional conferences, and training institutes as requested.
4. Distribute applications and fact sheets, and solicit evaluators at CRLA, CASP, NADE, ACPA, and National Tutoring Association.
5. Contribute one or more articles to both the Tutoring SIG Newsletter and the CRLA Newsletter.
6. Conduct a Certification session and a Training Activities session at the annual CRLA Conference.
7. Conduct a meeting of evaluators and others interested in the certification program at the annual conference.
8. Submit a list of evaluators for appreciation certificates.
9. Continue the ongoing process of responding to requests for information, and evaluating new and continuing certifications requests.
10. Collaborate with Texas CRLA and TADE over the next two years to develop a tutor training institute for tutors.
11. Examine the program's financial status and administrative process and make a recommendation to the Board next year that will, hopefully, assure the future of the program.
12. With the Board's assistance, try to get the certification program included in educational programs such as the Kellogg Institute, the Winter Institutes, and the MCLCA Institutes.
13. Submit list of committee members for recognition at the annual conference.
14. Contribute articles to other professional newsletters about ITCP, especially those of NADE, NTA, Commission XVI of ACPA, and MLCLA.
15. Continue responding promptly to requests for information and completing evaluations in a timely manner.

**AGENDA For  
ITTCP Committee Meeting  
Friday, October 24  
2:45 PM, Suite 406**

CRLA Board Meeting  
10-25-97  
Sacramento, CA  
Attachment D-2  
1 page

**NOTES**

- I. Welcome and Introductions
- II. Selection of a Notetaker
- III. Greetings from Tom and Karan
- IV. The Annual Report
- V. 1997-98 Goals
- VI. Issues Voiced
  - Required interview for tutor selection
  - Use of Individual Training (videos, etc.)
  - What is documentation?
  - Increasing the 5-year recertification fee to \$50
  - Certification of non-college programs
  - Credit for Institutes for tutors at conference
  - Front loading vs a semester spread for first semester
  - Certification on non-tutors, i.e. housing staff, counselors, peer mentors, peer advisors, faculty tutors
- VII. Other issues from the members?
- VIII. Co-Chair Elect
- IX. Next Annual Conference Activities Ideas
- X. Volunteers:
  - a. to present/publicize ITTCP at other conferences (local, state, regional, national)
  - b. to serve as a mentor
  - c. to write articles for the Tutoring Exchanges and CRLA Newsletters
  - d. to consider a permanent organizational status for the program
- XI. Special Projects
  - a. Tutor Training Bibliography
  - b. Model Application
  - c. Training for Chairs & Evaluators



The Council for the Advancement of Standards in Higher Education (CAS) was established in 1979 and represents an ever-growing consortium of higher education professional associations. CAS was created to establish, disseminate, and advocate professional standards and guidelines on a nationwide basis for higher education programs and services.

CAS currently has 29 member organizations. These associations represent the vast majority of higher education student programs and services practitioners throughout the country.

Individuals and institutions from the 29 CAS member organizations comprise a professional constituency of well over 80,000. No other body exists that so comprehensively represents and speaks for this important field of endeavor. CAS will continue to have significant impact, especially as institutional effectiveness, student learning, and its assessment become increasingly crucial to higher education.

## MEMBER ASSOCIATIONS

American Association for Employment in Education (AAEE)  
 American Counseling Association (ACA)  
 American Association of Collegiate Registrars and Admissions Officers (AACRAO)  
 American College Counseling Association (ACCA)  
 American College Health Association (ACHA)  
 American College Personnel Association (ACPA)  
 Association for Counselor Education and Supervision (ACES)  
 Association of College and University Housing Officers — International (ACUHO-I)  
 Association of College Unions International (ACUI)  
 Association of Fraternity Advisors (AFA)  
 Association for Student Judicial Affairs (ASJA)  
 Association on Higher Education and Disability (AHEAD)  
 Canadian Association of College and University Student Services (CACUSS)  
 College Reading and Learning Association (CRLA)  
 National Academic Advising Association (NACADA)  
 National Association for Campus Activities (NACA)  
 National Association for College Admission Counseling (NACAC)  
 National Association for Developmental Education (NADE)  
 National Association of Colleges and Employers (NACE)  
 NAFSA — Association of International Educators (NAFSA-AIE)

## MEMBER ASSOCIATIONS (CONTINUED)

National Association of Student Financial Aid Administrators (NASFAA)  
 National Association of Student Personnel Administrators (NASPA)  
 National Association for Women in Education (NAWE)  
 National Council of Educational Opportunity Associations (NCEOA)  
 National Clearinghouse for Commuter Programs (NCCP)  
 National Council on Student Development (NCSD)  
 National Intramural and Recreational Sports Association (NIRSA)  
 National Orientation Directors Association (NODA)  
 Southern Association for College Student Affairs (SACSA) — Associate Member

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# THE BOOK OF PROFESSIONAL STANDARDS FOR HIGHER EDUCATION

1997

The Council for the Advancement of Standards in Higher Education  
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## WHAT CAS HAS DONE

CAS has established standards and guidelines for 23 functional areas of higher education programs and services and one for Master's level preparation programs. They have been published to provide direction and strategy for professional practice in higher education programs and services and for promoting quality programs and services for students. Self assessment guides, along with directions for documenting, enhancing strengths, and recommending change and improvement will be developed for Fall 1997 distribution.

## WHAT CAS IS DOING

**T**he CAS Standards are serving higher education programs and services for students by providing:

- Measures of program and service effectiveness
  - Designs for program and service development and assessment
  - Criteria for institutional self-studies and preparation for accreditation
  - Opportunities for staff development
  - Directions for student learning and development
  - Frameworks for accountability

CAS is pleased  
to announce the  
publication of a new "Blue Book"  
of Standards and Guidelines  
entitled CAS:  
*The Book of Professional Standards  
for Higher Education, 1997.*  
CAS Standards and Guidelines  
with Dates of Origin and Revision  
include all of the following  
functional areas:

1. Academic Advising (1986 & 1997)
  2. Admission Programs (1987 & 1997)
  3. Alcohol & Other Drug Programs  
(1990 & 1997)
  4. Campus Activities (1986 & 1997)
  5. Career Planning & Placement  
(1986 & 1997)
  6. College Unions (1986 & 1997)
  7. Commuter Student Programs  
(1986 & 1997)
  8. Counseling Services (1986 & 1997)
  9. Disability Support Services  
(1986 & 1997)
  10. Financial Aid (1996)
  11. Fraternity & Sorority Advising  
(1986 & 1996)
  12. Housing & Residential Life Programs  
(1986 & 1996)
  13. International Student Programs &  
Services (1995)
  14. Judicial Programs (1986 & 1997)
  15. Learning Assistance Programs  
(1986 & 1997)
  16. Minority Student Programs  
(1986 & 1997)
  17. Outcomes Assessment & Program  
Evaluation (1986 & 1997)
  18. Recreational Sports (1986 & 1997)
  19. Registrar Programs & Services (1995)
  20. Religious Programs (1986 & 1997)
  21. Student Leadership Programs (1996)
  22. Student Orientation (1986 & 1997)
  23. Women Student Programs & Services  
(1990 & 1997)
  24. Masters Level Standards for Student  
Affairs Preparation Programs  
(1979, 1985 & 1997)

TO ORDER

Please place the following order for  
\_\_\_\_\_ (Number) CAS books.

Bulk orders of 10 or more books reduce cost by \$5 per book

- Domestic Order: \$22 plus \$3 for postage/handling or \$25 per book  
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**SEND THIS ORDER FORM WITH PAYMENT TO:**  
CAS, c/o ACPA  
**One Dupont Circle, NW, Ste. 300**  
**Washington, D. C. 20036-1110**

## **NEW SELF-ASSESSMENT GUIDES DUE: FALL 1997**

# **CAS Standards and Guidelines for Student Services/ Development Programs**

## **LEARNING ASSISTANCE PROGRAMS**

### **Self Assessment Guide**

# **CAS**

**Council for the Advancement of Standards  
for Student Services/Development Programs  
1988**

## CAS SELF ASSESSMENT GUIDE

\*\*\*\*\*

CAS developed the Self Assessment Guide to be used in conjunction with the 1986 and 1987 *CAS Standards and Guidelines*. A separate Self Assessment Guide has been prepared for each of the seventeen CAS Functional Area Standards and Guidelines. Each Guide reprints, in an integrated format in the appendix, the CAS General Standards and the CAS functional area standards and guidelines with which it is to be used. The guide is designed to aid interpretation and evaluation of the CAS Standards during a self-study process.

Copies of the CAS Self Assessment Guides can be obtained from: CAS, Office of Student Affairs, 2108 North Administration Building, University of Maryland, College Park, MD 20742

This document is a product of the Council for the Advancement of Standards.  
Those primarily responsible for its development and editing are:

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University of Georgia

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Sara C. Looney, CAS Treasurer  
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### CAS Member Associations

American Association for Counseling and Development (AACD)  
American College Personnel Association (ACPA)  
Association of College and University Housing Officers-International (ACUHO-I)  
Association of College Unions-International (ACU-I)  
Association for Counselor Education and Supervision (ACES)  
Association of Fraternity Advisors (AFA)  
Association on Handicapped Student Services Programs in Postsecondary Education (AHSSPPE)  
Association for School, College and University Staffing (ASCUS)  
Association of University and College Counseling Center Directors (AUCCCD)  
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National Association of College Admission Counselors (NACAC)  
National Association of Student Personnel Administrators (NASPA)  
National Association for Women Deans, Administrators and Counselors (NAWDAC)  
National Clearinghouse for Commuter Programs (NCCP)  
National Council on Student Development (NCSD) [A Council of AACJC]  
National Intramural-Recreational Sports Association (NIRSA)  
National Orientation Directors Association [NODA]  
Southern Association of College Student Affairs (SACSA)

This document produced and disseminated for CAS under the auspices of ACT  
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# CAS STANDARDS SELF ASSESSMENT GUIDE

## I. PURPOSE AND ORGANIZATION OF THE GUIDE

This Self Assessment Guide translates the *CAS Standards and Guidelines* (1986) into a format for self-study purposes. By following this Guide, an institution can gain an informed perspective on its strengths and deficiencies and then plan for program improvement.

The first section of the Guide introduces the CAS Standards and Guidelines and details the roles of documentation and assessment in the self-study process. It also outlines the steps for developing a follow-up action plan to assure maximum benefit from time spent on the self-study.

The second section is in worksheet format. Each of its thirteen parts includes the following:

- Assessment criteria for determining the extent to which the program is in compliance with the Standards.
- Space for including selected CAS Guidelines as additional assessment criteria for the self-study.
- A scale for rating compliance judgments.
- Space for identifying and summarizing evaluation evidence [documentation].
- Space for describing discrepancies between assessment criteria and actual program practice.
- Space for delineating required corrective actions that need to be taken.
- Space for recommending special actions for program enhancement.

A note at the close of the Guide's rating and narrative worksheets reinforces the need for a follow-up plan and refers once more to the step-by-step action plan development process outlined in the first section.

The final section of the Guide is a reprint of the CAS Standards and Guidelines for this functional area in integrated format.

*It is important to note that rating the assessment criteria in the Guide is not the end point of the self-study process. Ratings, whether done on an individual or a collective basis, constitute a necessary, but not sufficient, part of any self-study. The process also requires documentation and action planning.*

## II. STANDARDS AND GUIDELINES

The CAS Standards are requirements for minimal practice; CAS Guidelines, however, are suggestions for practice and are provided as an elaboration of the Standards. In the 1986 and 1987 *CAS Standards and Guidelines* and in this Self Assessment Guide, statements that reflect the CAS Standards [requirements] are printed in **BOLD** type. CAS Guidelines, which accompany the Standards are printed in regular type and are intended to explain, amplify, or interpret the meaning of those Standards through the use of examples and more detailed descriptions. The Guidelines describe elements of programs and practice that are recommended, but which are not essential for a program to exhibit to be evaluated as being in compliance with the standards.

The CAS Standards assessment criteria in this Guide are organized into 13 component parts and are presented in the following order:

1. Mission
2. Program
3. Leadership and Management
4. Organization and Administration
5. Human Resources
6. Funding
7. Facilities
8. Legal Issues
9. Equal Opportunity, Access, and Affirmative Action
10. Campus and Community Relations
11. Multi-Cultural
12. Ethics
13. Evaluation

**Special Note:** For further explanation about incorporating CAS Guidelines into the self-study process, consult Section V of this document.

## III. DOCUMENTATION

*The collection, documentation, and inclusion of supporting evidence is an essential first step in the assessment process. No self-study is complete without relevant data and related documentation to support staff judgments. It is important to remember that completion of the Self Assessment Guide rating scales does NOT represent a full self-study*

Examples of the types of data that can and should be used to support evaluative judgments include the following:

- 1. Relevant Publications** (e.g., mission statements, catalogs, handbooks, staff manuals, policy manuals, annual reports)
- 2. Descriptions of Existing Programs and Interventions** (e.g., Career Development Center, alcohol awareness workshop, test anxiety reduction groups, new student orientation, Advising Center)
- 3. Relevant Institutional and Other data** (e.g., student profiles, quantitative data, student needs assessment, theory-based assessments, and state, regional, and national data for comparisons)
- 4. Program Evaluation Data** (e.g., surveys, ratings, interviews, reports, summaries)
- 5. Self-Study Initiated Research and Evaluation Data** (e.g., student surveys, ratings, follow-ups, and theory-based research studies designed to evaluate various aspects of the program/department/division using CAS Standards as measurement criteria)
- 6. Resumes, Job Descriptions, Performance Evaluations, Budgets, Organization Charts, and Similar Documents.**

Evaluations might include both quantitative data such as responses on a questionnaire and qualitative data such as a written summary of student evaluations obtained in group interviews to support a judgment on the effectiveness of a given program. The primary point is that some type of documentation and rationale to support the rater's judgments needs to be summarized in the Guide's narrative section, with the actual documented evidence appended as part of the self-study.

In many instances the self-study rating process will identify the need to collect additional data in order to evaluate a given criterion or to document the importance for providing new program offerings where none currently exist. When a criterion statement is obviously not met, evaluators should note discrepancies between the standards and the self-study findings and recommend corrective actions to be taken.

Because the primary purpose of the self-study is for program evaluation and development, virtually all student services/development programs self-studies will identify some needed changes, whether they be to address compliance of the standards or program enhancement. Few institutions will find that none of their services and programs require additional attention.

#### IV. STANDARDS ASSESSMENT

Assessment Criteria are used to make judgments about the extent to which the program under study has met the various standards. Each statement reflects an essential element of the standard and can be rated using the following scale:

1	2	3	4	5	UK
Noncompliance			Compliance		Unknown

This rating scale provides a vehicle to obtain subjective estimates of the degree to which a given criterion has been met. The primary intention of any self-study process is to evaluate an institution's programs and services to determine how effective they are and to identify areas or component parts that can be improved. Only when a program or service is completely and fully in compliance with a particular standard should a "5" rating be made. To mark "5" when additional documentation is required, or when additional criteria need to be met for even minimal practice to be achieved, does a disservice to the institution and tends to invalidate the self-study.

Individual staff members can initially complete the Guide independently, and later the individual ratings can be combined to determine the extent to which the total staff believes the unit is in compliance with the various standards. Alternatively, independent judgments can be used to identify differences in perception and a group consensus can be sought.

While a numerical, quantitative rating scale provides rater(s) with a simple, yet standardized way to report and compare judgments, consistency among raters is not automatic. Raters should use relatively similar criteria when making judgments and so some type of rater "training" is helpful. Probably the simplest way to do this is to bring the raters together in a group to discuss the rating scale in an attempt to reach consensus on the process to be used *before initiating the rating process*.

Some institutions will wish to include certain CAS Guidelines in the self-study and may desire to write criterion statements for evaluators to document and rate in a fashion similar to that used for evaluating the CAS Standards. Space is made available to append such criteria following the assessment criterion statements in each part of the Guide.

## V. GUIDELINES ASSESSMENT

Determination of compliance or noncompliance with program standards is minimally effective in the self-study process. CAS Guidelines provide additional examples of good practice. In many instances, program leaders will wish to use the CAS Guidelines as well as the CAS Standards in the self-study. Because the Self Assessment Guides do not include the CAS Guidelines, using the Guidelines will require special effort. The following example, from the Organization and Administration section of the CAS Research and Evaluation Standards, demonstrates one way to use both the CAS Standards (requirements) and CAS Guidelines (recommendations).

### Standard:

Since research and evaluation efforts are conducted on most campuses in cooperation with other institutional research and evaluation efforts, the chief student affairs officer must be central to the establishment of specific objectives for student services research and evaluation.

### Guideline:

Research and evaluation objectives should result from a collaborative effort between the chief student affairs officer, those responsible for the various student services programs, and others responsible for institutional research evaluation efforts.

### Rating:

The criterion statement reflecting this Standard is presented on page 4 of the *CAS Research and Evaluation Standards Self Assessment Guide* and reads as follows:

1	2	3	4	5	UK
Noncompliance		Compliance		Unknown	

#### 4.4 *The chief student affairs officer is central to the establishment of objectives for student services' research and evaluation efforts.* 4.4

When rating the level of compliance with this Standard, the rater(s) can make their rating anywhere along the five-point continuum from noncompliance to compliance. If the Chief Student Affairs Officer (CSAO) has had nothing to do with any research and evaluation efforts, the rating would be "1." If the CSAO has sought to be kept minimally informed but has turned the task over to others, the rating might be "2", "3", or "4," depending upon the extent of the CSAO's involvement. If the CSAO has made special efforts to guide, inform, coordinate, and otherwise take leadership in the research and evaluation effort, the rating would probably be "5." It must be noted, however, that the criterion statement

is designed to rate the observed behavior of the CSAO as required in the CAS Standards rather than to assess the *nature or quality* of his or her involvement such as the CAS Guidelines may suggest.

### Interpretation:

The Standard, in this example, is met when there is evidence that the CSAO has taken a primary role in specifying goals and objectives for the student services/development programs research and evaluation effort. How the CSAO accomplishes this task, however, is not specified in the Standard. It is conceivable that one CSAO might do this without involving others in the institution while another CSAO might establish a task force of faculty members, student affairs staff members, and members of the institutional research office. Both might be judged as being in compliance with the Standard, but the latter also follows the collaborative pattern recommended in the Guideline. In effect, a program may be in compliance with the Standard, yet not meet the *quality* of practice suggested by the Guidelines.

## VI. FOLLOW-UP ACTION PLAN

After explaining the nature of a given program, reviewing all documentation, and recommending specific actions, the self-study committee needs to prepare a statement of overall action, a *Self-study Follow-up Action Plan*. This plan identifies future directions on the basis of comparing past performance with desired outcomes. The self-study should develop priorities for implementing those recommended actions. The following outlines a recommended CAS Standards Self-Study Follow-Up Action Plan.

### A. Areas of Excellence

1. Review the self-study and identify the areas in which the program excels.

### B. Required Actions

2. Review the completed self-study and *list each assessment criterion identified* as not being in compliance with the Standards [note discrepancies as well].
3. Review the completed self-study and *list each of the specific actions identified* as being required to bring the program into compliance with the Standards.
4. *Establish priority of required actions* needed to bring the program into compliance with the Standards *on the basis of their overall importance* to achieving the program's mission and primary goals and objectives.

### C. Program Enhancement Actions.

5. Review the completed self-study and *list each of the specific actions* recommended to strengthen and enhance the program beyond the essential requirements needed to bring the program into compliance with the standards.
6. *Establish priority of the recommended actions* for program enhancement on the basis of their desirability for program enhancement and feasibility for achievement.

### D. Program Action Plans.

7. Establish an *Action Plan* for initiating and implementing the *changes required to bring the program into compliance with the standards* that also incorporates actions to introduce the recommended program enhancement changes.
8. Set dates by which specific actions are to be completed.
9. Identify responsible parties to complete the action tasks.

#### Special Note

Users will note that there are several functional areas common to student affairs practice that are not addressed directly in the CAS Standards and Guidelines. The fact that a particular functional area such as student health services, international student services, or financial aid programs is not included should not be construed to mean it is unimportant. Rather, it means that standards have been developed elsewhere and CAS did not develop duplicate standards.

When a college does not incorporate a particular functional area in its student services and development programs, use of the *CAS Self Assessment Guide* for that area would be inappropriate. However, institutions which do not provide student services and development programs for which CAS standards and guidelines exist should review their programs carefully and the nonexisting functional area(s) should be considered for future development.

CAS developed the Self Assessment Guide to be used in conjunction with the 1986 and 1987 *CAS Standards and Guidelines*. These Guides reprint the CAS General Standards and the CAS Functional Area Standards and Guidelines in an integrated format in the appendix. The guide is designed to aid interpretation and evaluation of the CAS Standards during a self-study process.

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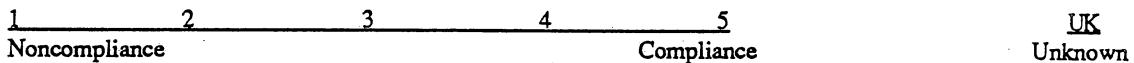
# CAS COUNCIL FOR THE ADVANCEMENT OF STANDARDS FOR STUDENT SERVICES/DEVELOPMENT PROGRAMS

## CAS LEARNING ASSISTANCE PROGRAMS STANDARDS SELF ASSESSMENT GUIDE

Rater: \_\_\_\_\_

Institution: \_\_\_\_\_

**Instructions:** Use this scale to rate assessment criteria listed below. Place rating score in the space to the right of each criterion statement. Use Unknown (UK) response only if documentation or other information is unavailable.



### Part 1: MISSION

Assessment Criteria:	Scale Score
1.1 There exists a well developed, written set of goals that are consistent with the stated mission of the institution.	1.1 _____
1.2 Learning assistance program goal statements are reviewed and disseminated on a regular basis.	1.2 _____
1.3 Learning assistance program goals and objectives are consistent with the CAS Standards.	1.3 _____
1.4 The learning assistance program helps students develop relevant academic performance skills.	1.4 _____
1.5 The learning assistance program helps faculty and staff members improve instructional skills and classroom activities.	1.5 _____

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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Non-Compliance			Compliance		
Unknown					

## Part 2: PROGRAM

Assessment Criteria:	Scale Score
2.1 Learning assistance programs are purposeful.	2.1 _____
2.2 Learning assistance programs are organized in a coherent, logical fashion.	2.2 _____
2.3 Learning assistance programs are based on a relevant theoretical foundation that incorporates knowledge of human development and learning characteristics.	2.3 _____
2.4 Learning assistance programs are responsive to the developmental and demographic profiles of the students served.	2.4 _____
2.5 The program promotes student development by encouraging:	
2.5A positive and realistic self appraisal	2.5A _____
2.5B intellectual development	2.5B _____
2.5C appropriate personal and occupational choices	2.5C _____
2.5D clarification of values	2.5D _____
2.5E physical fitness	2.5E _____
2.5F the ability to relate meaningfully to others	2.5F _____
2.5G an enhanced capacity to engage in a personally satisfying and effective style of living	2.5G _____
2.5H appreciation of cultural and esthetic differences	2.5H _____
2.5I an enhanced capacity to work independently and interdependently	2.5I _____
2.6 The program assists students to resolve personal, physical, and educational problems.	2.6 _____
2.7 Learning assistance programs seek to provide remedial opportunities to assist students to overcome skill deficiencies.	2.7 _____
2.8 Learning assistance programs provide intentional interventions designed to improve the environment and neutralize negative environmental conditions.	2.8 _____
2.9 The institution recognizes that the educational experience of students consists of both academic efforts in the classroom and developmental opportunities through learning assistance programs.	2.9 _____
2.10 The program helps the campus community understand the importance and relationship of both formal academic activity and learning assistance program activity to students' development.	2.10 _____
2.11 The learning assistance program provides students with opportunities to develop the cognitive skills needed for achieving academic success.	2.11 _____

1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

- 2.12 The learning assistance program provides students with opportunities to develop the affective skills needed for achieving academic success. 2.12 \_\_\_\_\_
- 2.13 The learning assistance program provides diagnostic services for students to determine their cognitive skill levels 2.13 \_\_\_\_\_
- 2.14 The learning assistance program provides diagnostic services for students to determine their affective skill levels. 2.14 \_\_\_\_\_
- 2.15 The learning assistance program provides structured experiences to help students become more confident and independent learners. 2.15 \_\_\_\_\_
- 2.16 The learning assistance program provides support for students in applying appropriate learning skills to the academic environment. 2.16 \_\_\_\_\_
- 2.17 The learning assistance program provides support for students in applying appropriate affective skills to their learning environment. 2.17 \_\_\_\_\_
- 2.18 Learning assistance program staff members refer students, as appropriate, to other support resources not offered by the program. 2.18 \_\_\_\_\_
- 2.19 The learning assistance program provides consultation and assistance to faculty, staff, and administrators in recognizing and understanding students' academic and educational needs. 2.19 \_\_\_\_\_
- 2.20 The learning assistance program provides educational activities to help the campus community better understand the learning needs of students and the program's relationship to the institution's academic mission. 2.20 \_\_\_\_\_
- 2.21 Learning assistance program staff members inform faculty, staff, and administrators about how to help students develop appropriate learning skills and behaviors. 2.21 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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Non-Compliance		Compliance		Unknown	

If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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#### PART 3: LEADERSHIP & MANAGEMENT [Institutional Level]

[No Criterion Measures for Learning Assistance Programs]

1	2	3	4	5	UK
Non-Compliance			Compliance		Unknown

#### Part 4: ORGANIZATION AND ADMINISTRATION

Assessment Criteria:	Scale Score
4.1 There exists a clearly written set of policies and procedures for learning assistance programs.	4.1 _____
4.2 There exists a detailed description of the administrative processes for learning assistance programs.	4.2 _____
4.3 There exists an organization chart showing job functions and reporting relationships within and beyond the learning assistance program.	4.3 _____

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 5: HUMAN RESOURCES

### Assessment Criteria:

- |   | Scale Score |
|---|-------------|
| 5.1 There exist sufficient numbers of professional learning assistance program staff members to carry out all aspects of the program.   | 5.1 _____   |
| 5.2 All professional learning assistance staff members are qualified for their positions on the basis of relevant graduate education or an appropriate combination of education and experience. | 5.2 _____   |
| 5.3 The director of the learning assistance program is qualified for the position beyond the level of staff members to be supervised.   | 5.3 _____   |
| 5.4 Members of the learning assistance support staff are qualified by education and experience.   | 5.4 _____   |
| 5.5 Preprofessional staff members have academic preparation germane to job responsibilities.  | 5.5 _____   |
| 5.6 Adequate training and supervision is provided for support and preprofessional staff.  | 5.6 _____   |
| 5.7 Paraprofessional members of the learning assistance staff are carefully selected.   | 5.7 _____   |
| 5.8 Paraprofessional staff members are carefully trained to carry out their duties.   | 5.8 _____   |
| 5.9 Paraprofessional members of the staff possess a clear understanding of their limitations.   | 5.9 _____   |
| 5.10 Paraprofessional staff members are adequately compensated and/or recognized for their work.  | 5.10 _____  |
| 5.11 Paraprofessional staff members are adequately supervised and evaluated regularly.  | 5.11 _____  |
| 5.12 There are adequate numbers and kinds of clerical and technical support staff members to assure that professional staff members can carry out their assigned responsibilities.              | 5.12 _____  |
| 5.13 Salary and fringe benefits for all program staff members are adequate and commensurate with similar positions in the institution and the region.   | 5.13 _____  |
| 5.14 There is evidence of a diverse learning assistance program staffing pattern reflective of cultural and heritage factors within the student population.                                     | 5.14 _____  |
| 5.15 A diverse staffing pattern exists that provides identifiable role models and demonstrates a commitment to fair employment practices.   | 5.15 _____  |
| 5.16 The program utilizes systematic procedures for staff selection and evaluation.   | 5.16 _____  |
| 5.17 The learning assistance program provides adequate and appropriate professional development opportunities for staff members including:  |             |
| 5.17A inservice education.  | 5.17A _____ |
| 5.17B support to attend professional development activities.  | 5.17B _____ |

1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

- 5.18 Professional learning assistance program staff members are proficient in learning skills, interpersonal skills, and treatment of learning disabilities. 5.18 \_\_\_\_\_
- 5.19 All professional staff members in the program are proficient in communication, diagnosis, assessment, organizational, planning, and evaluation skills. 5.19 \_\_\_\_\_
- 5.20 Professional staff members in the learning assistance program are knowledgeable in regard to learning theory. 5.20 \_\_\_\_\_
- 5.21 Professional learning assistance staff members exhibit competence in applying the requisite knowledge and skills to their work with students and others. 5.21 \_\_\_\_\_
- 5.22 Paraprofessional and preprofessional learning assistance staff members are used to provide program support only and are not assigned responsibilities beyond their qualifications. 5.22 \_\_\_\_\_
- 5.23 All faculty and staff who hold joint appointments in the learning assistance program are committed to the philosophy, objectives, and priorities of the program. 5.23 \_\_\_\_\_
- 5.24 All faculty and staff members who hold joint appointments have qualifications in their learning assistance program responsibilities. 5.24 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

#### Part 6: FUNDING

##### Assessment Criteria:

##### Scale Score

6.1 Funding is adequate to carry out the learning assistance program's designated mission.

6.1 \_\_\_\_\_

6.2 The program attempts to identify and utilize all appropriate sources of funds.

6.2 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 7: FACILITIES

### Assessment Criteria:

- 7.1 The program has adequate facilities to carry out its mission.
- 7.2 All learning assistance facilities are accessible to physically disabled persons and are in compliance with all legal requirements.

Scale Score

7.1 \_\_\_\_\_

7.2 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

#### Part 8: LEGAL RESPONSIBILITIES

##### Assessment Criteria:

8.1 Learning assistance program staff members are knowledgeable about and responsive to relevant civil and criminal laws related to their role and function in the institution.

Scale Score

8.1 \_\_\_\_\_

8.2 Learning assistance staff members are well informed and regularly updated about the obligations and limitations placed upon the institution by constitutional, statutory and common law; external governmental agencies; and institutional policy.

8.2 \_\_\_\_\_

8.3 Professional learning assistance staff members are provided access to legal advice as needed to implement assigned responsibilities.

8.3 \_\_\_\_\_

8.4 Learning assistance staff members utilize policies and practices that limit liability exposure for the institution and its agents.

8.4 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

Identify documentation and rationale that support evaluations:

If other than compliance, describe the discrepancies in detail:

Actions needed [required] for compliance:

Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 9: EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

### Assessment Criteria:

- |  | Scale Score |
|--|-------------|
| 9.1 Both the spirit and intent of equal opportunity laws are evident throughout the program.   | 9.1 _____   |
| 9.2 Learning assistance services and facilities are readily accessible to all students in all programs throughout the institution, including traditionally under-represented, evening, part-time, and commuter students. | 9.2 _____   |
| 9.3 Nondiscriminatory learning assistance program personnel policies regarding race, gender, religion, age, national origin, color, and handicap have been developed and are practiced regularly.                        | 9.3 _____   |
| 9.4 Hiring and promotion policies exist to assure that affirmative action will be taken to overcome learning assistance program staff imbalances where they exist.   | 9.4 _____   |
| 9.5 The program seeks to identify, prevent, and/or remedy other discriminatory practices.  | 9.5 _____   |

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 10: CAMPUS AND COMMUNITY RELATIONS

### Assessment Criteria:

### Scale Score

- 10.1 There is evidence of systematic efforts to maintain effective working relationships with campus and community agencies whose operations are relevant to the learning assistance program's designated mission.

10.1 \_\_\_\_\_

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 11: MULTI-CULTURAL PROGRAMS AND SERVICES.

Assessment Criteria:	Scale Score
11.1 The program helps the institution in providing an environment that enhances awareness of cultural differences.	11.1 _____
11.2 The program helps the institution in providing opportunities for individuals to assess their personal views and biases regarding cultural differences and need for behavioral change.	11.2 _____
11.3 The learning assistance program assists minority students to identify, prioritize, and meet their unique educational and developmental needs.	11.3 _____
11.4 The learning assistance program assists minority students in understanding the institution's unique culture.	11.4 _____
11.5 The learning assistance program assists minority students to understand their unique cultures and heritages.	11.5 _____

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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1	2	3	4	5	UK
Non-Compliance		Compliance		Unknown	

## Part 12: ETHICS

Assessment Criteria:	Scale Score
12.1 Professional program staff members have identified and implemented an appropriate set of ethical standards to guide professional practice.	12.1 _____
12.2 The adopted ethical standards are available in written form and reviewed on a regular basis.	12.2 _____
12.3 Learning assistance program policies and procedures are consistent with the ethical standards.	12.3 _____
12.4 Appropriate measures to assure privacy of individuals and confidentiality of information, including research data, have been implemented.	12.4 _____
12.5 Learning assistance staff members are informed about the institution's human subjects research policy and other policies addressing ethical practice.	12.5 _____
12.6 Learning assistance staff members comply with the provisions of these policies when doing research.	12.6 _____
12.7 All students are provided access to services on a fair and equitable basis.	12.7 _____
12.8 Learning assistance staff avoid personal conflicts of interest and the appearance of such.	12.8 _____
12.9 All funds handled by learning assistance staff members are handled in accordance with established and responsible accounting procedures.	12.9 _____
12.10 Learning assistance staff members avoid all forms of sexual harassment.	12.10 _____
12.11 Learning assistance staff members recognize their limitations and make appropriate referrals when necessary.	12.11 _____

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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Non-Compliance		Compliance			Unknown

If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines

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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	UK
Non-Compliance		Compliance			Unknown

### Part 13: EVALUATION

**Assessment Criteria:** Scale Score

- |  |            |
|--|------------|
| 13.1 A program of regular and systematic research and evaluation exists within the program to determine whether the educational goals and the needs of students are being met. | 13.1 _____ |
| 13.2 Relevant quantitative and qualitative data obtained as a result of the research and evaluation are used to revise and improve program goals and implementation processes. | 13.2 _____ |
| 13.3 Evaluation data includes responses from students and other significant constituencies.  | 13.3 _____ |

Cite any CAS Guidelines to be assessed as an institutional criterion for the self-study:

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Identify documentation and rationale that support evaluations:

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If other than compliance, describe the discrepancies in detail:

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Actions needed [required] for compliance:

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Actions recommended for Learning Assistance Program enhancement including those suggested in CAS Guidelines:

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## **SPECIAL SELF-STUDY FOLLOW-UP ACTION NOTE:**

Using the "Actions needed [required] for compliance" and "Actions recommended for program enhancement" entries in this Self Assessment Guide, proceed to develop a Follow-up Action Plan.

# CAS

**COUNCIL for the ADVANCEMENT of STANDARDS  
for  
STUDENT SERVICES/DEVELOPMENT PROGRAMS**

## **Appendix**

### **Standards and Guidelines for Learning Assistance Programs**

**Standards are printed in BOLD type.**

**Guidelines are printed in NORMAL type.**

## **Part 1: MISSION**

The institution and the learning assistance programs must develop, review, and disseminate regularly their own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

The mission of a learning assistance program must be to provide for instruction and services that will (a) support students in the development of skills necessary for their effective performance in and positive adjustment to the learning environment and (b) support faculty and staff in the improvement of classroom teaching and other instructional activities.

The goals of a learning assistance program should be to:

- provide remedial and other programs that teach skills which maximize the learning potential, academic performance, and adjustment of students;
- enable students to apply those skills they are developing to actual classroom learning situations;
- provide faculty with services and resources for improving teaching and supplementing classroom instruction;
- offer individualized and self-paced programs; and
- help students develop positive attitudes and confidence in their ability to learn.

To accomplish these goals the following considerations should be given careful attention:

- Learners are the central focus of the programs and services.
- Learners include students of all ages who are matriculating on a full-time or part-time basis as well as faculty and staff members.
- The learning assistance program should assist its parent institution in maintaining standards of academic excellence through programs and services to students and faculty.
- Learning assistance programs should be based on a philosophy that learning is influenced by cognitive, affective, and psychomotor domains, thus involving the whole person.

## **Part 2: PROGRAM**

Learning assistance programs must be (a) purposeful, (b) coherent, (c) based on or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body.

The learning assistance programs must promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and esthetic differences, and the capacity to work independently and interdependently.

The learning assistance programs must assist students in overcoming specific personal, physical, or educational problems or skill deficiencies.

The learning assistance programs must identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions or improve the environment.

The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through learning assistance programs. Institutions must define the relative importance of these processes.

A learning assistance program must provide services and programs designed to help students build cognitive and affective skills for effective learning performance. These programs and services must include:

- diagnosis of cognitive and affective skills;

The program should provide for and/or use diagnostic tests and interviews to determine the cognitive and affective needs of students.

- instruction and activities which enable students to become independent and confident learners;

The program should disseminate information on the availability of services through college publications (e.g., catalogs, student handbooks, and brochures); through presen-

## CAS Standards and Guidelines for Learning Assistance Programs

tations to students, staff, and faculty members; and through campus and local media announcements.

Learning assistance programs include instruction and activities for developing learning skills. Depending on the scope of the program, skill development programs should address study skills, reading, mathematics, writing, critical thinking, and problem solving. Subject matter tutoring, graduate examination preparation courses, and time management workshops may also be offered.

The program should provide, either directly or by referral to appropriate units, programs dealing with affective needs that influence learning. These often include: test anxiety reduction, assertiveness training, values clarification, educational and cultural adjustment, concentration improvement, motivation improvement, and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve.

- support in applying appropriate learning and affective skills to the student's formal academic environment;

The program should provide continuous evaluation and feedback concerning the student's progress in reaching his/her learning skill and affective goals. Staff members should assist the student in understanding the relevance of the skills that are learned in the program to the student's experience with classroom situations.

- referrals to needed programs and services not offered by the learning assistance program.

Staff members should make referrals, when appropriate, for: alcoholism or other addiction treatment or counseling; baby and child care; learning disabilities; and psychiatric or psychological help.

**The learning assistance program must provide opportunity to faculty, staff, and administrators for consultation and assistance which would assist them in recognizing and understanding the learning skill needs of students.**

The learning assistance program must provide in-service education programs in instructional development.

**The learning assistance program must conduct programs and activities which promote understanding of the learning needs of the student population and the program's role in accomplishing the academic mission**

of the institution. Staff must share knowledge and expertise about helping students to develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

- establishing advisory boards made up of members from key segments of the campus community;
- holding periodic informational meetings with staff, faculty, and administrators;
- extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning problems of their students;
- conducting staff and faculty development and in-service training programs on curriculum and instructional approaches designed to incorporate or reinforce the development of learning skills, behaviors, and attitudes;
- encouraging the use of the program resources, materials, and programs as integral or adjunct classroom activities;
- training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer skills counselors, and advisors; and
- providing jobs, practica, courses, internships, and assistantships for graduate students interested in pursuing learning program careers or who are seeking practical experience in learning services.

### Part 3: LEADERSHIP AND MANAGEMENT [Institution level only, See General Standards]

### Part 4: ORGANIZATION AND ADMINISTRATION

The learning assistance program must develop its own set of policies and procedures that include a detailed description of the administrative process and an organizational chart showing the job functions and reporting relationships within and beyond the program.

Learning assistance programs are frequently components of either a student affairs or academic affairs division. Regardless of the institutional division in which the program is located, it is important that the program communicates with key units in both student affairs and academic affairs. One method for promoting effective communication is to invite members of the faculty, staff, and administration to participate as members of a learning assistance program advisory council or to serve as consultants to the program.

## **Part 5: HUMAN RESOURCES**

The learning assistance programs must have adequate and qualified professional staff to fulfill its mission and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any learning assistance program in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in the learning assistance programs must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, the learning assistance programs must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds

of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

The learning assistance programs must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including inservice training programs, participation in professional conferences, workshops, and other continuing education activities.

The professional staff must include persons competent in learning skills, human relations skills, and learning disabilities treatment skills.

All professional staff members must be competent in: communication skills, both written and oral; diagnosis and assessment needs in their area of responsibility; organizational and planning skills; and program evaluation skills.

Learning assistance program services require professional staff who have expertise to instruct a specific learning skill. Because the professional encounters other issues in the process of teaching students, counseling and advising abilities are also helpful. Experience in training, evaluation, and consultation is valuable in working with other members of the campus community including faculty, staff, administrators, and paraprofessionals.

The size, scope, and role of the program staff depend on the mission of the learning assistance program and the student

population it serves. Some learning assistance programs are designed to service specific student populations, such as remedial or nontraditional college students, and other centers are charged with serving the entire student population. Staff-to-student ratios, therefore, must be based on factors such as:

- the types of specific learning skills programs offered;
- the skill level and needs of the student population being served;
- institutional expectations about serving special populations, such as minority, disadvantaged, foreign, adult, learning disabled, other disabled students, and student athletes;
- institutional expectations about specific academic disciplines; and
- the number of hours of contact and instruction needed to serve students.

**The professional staff must be knowledgeable in learning theory and competent in communication, human relations skills, diagnosis and assessment, administration, and program evaluation.**

The director should have an earned graduate degree and professional experience in learning assistance programs and administration.

Learning assistance program professional staff members should have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

Courses of study in content areas relevant to learning assistance program practice include:

adult development theory,  
counseling theory and techniques,  
administration and interpretation of diagnostic tests,  
learning disabilities and special education,  
cognitive processes,  
design and presentation of group workshops in areas such as time management and stress management,  
group leadership and dynamics,  
curriculum and supervision,  
administration and management,

instructional methods and media,  
educational technology and computerized instruction,  
English as a second language, and  
human relations training.

Adequate time and financial support should be allocated for professional development activities. Research and publications are encouraged to contribute to the knowledge and practice of the profession.

For professional staff, it is desirable that previous experience include:

- working with college students, administrators, and faculty;
- coordination between academic and student affairs;
- college teaching; and
- the design and implementation of instruction.

**Paraprofessional and preprofessional staff must be used only in appropriate roles when providing services or programs to students or support to the program.**

Paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

If joint appointments are employed to supplement program staff, the individuals must be committed to the philosophy, objectives, and priorities of the program as well as possess the expertise required for the assignment.

## Part 6: FUNDING

**The learning assistance programs must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishing, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other**

professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Adequate budget allocations should be provided from regular institutional funds for:

- staff salaries, including, where appropriate, professional, paraprofessional, preprofessional, and clerical staff members;
  - purchase and maintenance of office and instructional furnishings, supplies, materials and equipment;
  - printing and media expenses;
  - phone and postage costs;
  - institutional memberships in professional organizations;
  - subscriptions to professional publications; and
  - attendance at professional association meetings, conferences, and workshops.
- be conducive to the types of instructional methods used, including classroom, laboratory, small group, and one-to-one instruction; and should include appropriate and adequate acoustics, ventilation, and lighting;
  - provide private, sound-proofed areas for affective skills programming, testing, counseling, and other activities that require confidentiality or intense concentration;
  - provide essential instructional materials and equipment, including texts and workbooks, filmstrips, audio and videotape equipment, computer terminals, projection equipment, chalk boards, and appropriate storage and electrical outlets necessary for the various kinds of equipment;
  - have adequate office space, supplies, and equipment (e.g., word processor, copy machine, telephones) available for professional, preprofessional, paraprofessional, and clerical staff;
  - be designed to allow for presenting simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality; and
  - have a prominent reception and information area.

If a program is successful in generating external funding, these funds should not be viewed as a substitute for regular institutional funding or normal operating funds.

## **Part 7: FACILITIES**

The learning assistance programs must be provided adequate facilities to fulfill its mission. As applicable, the facilities for learning assistance programs must include, or the program must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception, and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Facilities for the learning assistance program should:

## **Part 8: LEGAL RESPONSIBILITIES**

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in learning assistance programs must be well versed in those obligations and limitations imposed on the operation of learning assistance programs by local, state, and federal constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

## **Part 9: EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION**

The learning assistance programs must adhere to the spirit and intent of equal opportunity laws in all activities. The program must ensure that its services

and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including traditionally under-represented, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalance, particularly when resulting from past discriminatory practices. The learning assistance programs must seek to identify, prevent and/or remedy other discriminatory practices.

## **Part 10: CAMPUS AND COMMUNITY RELATIONS**

The learning assistance programs must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with whom such relationships are critical.

The learning assistance program should:

- establish communication with all academic units and campus service offices such as the counseling center and academic advising services;
- encourage the mutual exchange of ideas, consultation, and referral of students among all segments of the academic community;
- know and be aware of academic and other institutional policies and procedures;
- provide the academic community with current information about the unique characteristics and special needs of the learning assistance program's clientele, as well as about available learning assistance programs and activities;
- act as a liaison between student services and the academic service programs, as well as between individual students and those programs; and
- encourage academic units and other student service areas to work together and share their knowledge and abilities when working with students.

## **Part 11: MULTI-CULTURAL PROGRAMS AND SERVICES**

The institution's learning assistance programs must provide to members of its majority and minority cultures' educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes.

The learning assistance programs must provide educational programs that help minority students identify their unique needs, prioritize those needs, and meet them to the degree that numbers of students, facilities, and resources permit. The program must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

## **Part 12: ETHICS**

All persons involved in the provision of learning assistance programs to students must maintain the highest standards of ethical behavior. Learning assistance program staff members must develop and adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example: All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the Family Educational Rights and Privacy Act (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

## CAS Standards and Guidelines for Learning Assistance Programs

All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practice.

All staff members must ensure that students are provided access to services on a fair and equitable basis. All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict. Whenever handling funds, all staff must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if "(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) ... is used as the basis for such decisions or outcomes ..., (3) ... has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

[29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).]

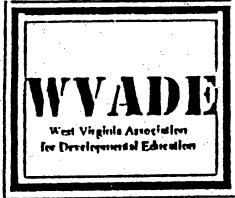
All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

### Part 13: EVALUATION

There must be systematic and regular research on and evaluation of the overall institutional student services/development program and the learning assistance programs to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

A data collection system should be implemented for the purpose of evaluation. Evaluation activities should include, but not be limited to, periodic:

- evaluation of programs and services by users, including students, staff, and faculty;
- collection of or access to data on the characteristics and needs of student populations and analysis of trends to determine implications for learning services;
- assessment of program effectiveness, that can range from the impact of specific services on individual students to the effect of the center's activities on the campus retention rate; and
- feedback from users about the strengths and weaknesses of the programs in which they participated as a means of determining necessary changes or improvements.



**Dr. Gregory Epps**  
West Virginia State College  
Campus Box 64, P.O. Box 1000  
Institute, WV 25112-1000

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It is our pleasure to send you a copy of the Second Annual Report on the State of Developmental Education in West Virginia compiled by the West Virginia Association for Developmental Education (WVADE). This brief report presents information that shows the need for developmental education in West Virginia and in the nation.

WVADE is the state chapter of the National Association for Developmental Education (NADE) and has members from most state and private colleges. Our goals include improving developmental education on college campuses and being the foremost resource of information on developmental education in West Virginia. The chapter has over ninety members and has grown each year since its organization. In 1995, WVADE received the Outstanding Chapter Award for new chapters at the annual NADE conference. Some of our members have been active at the state and national levels as presenters and officers. Governor Cecil Underwood proclaimed April 23, 1997 Developmental Education Day to recognize the value of the efforts of developmental education faculty and students.

The faculty in the university and college systems who teach developmental courses demonstrate great effort and professionalism in working to help students succeed in developmental courses and move on to college-level courses.

We hope you will recognize these faculty at a college forum or faculty in-service and encourage them to join WVADE in 1997 as we plan for the future of developmental education. Our annual fall conference in November is an exciting time for faculty and administrators to learn, share and expand their knowledge to help students succeed. If we can answer any questions or assist you concerning WVADE or developmental education, please feel free to contact us.

Sincerely,

Stanley Coberly, WVU-P  
WVADE President

A handwritten signature in black ink that appears to read "Stanley Coberly".

Gregory Epps, WVSC  
WVADE Vice-President

A handwritten signature in black ink that appears to read "Gregory Epps".

# **The Second Annual Report on the State of Developmental Education in West Virginia**

**March 1997**

**Compiled by the West Virginia Association  
for Developmental Education**

**Statistics supplied by the Central Office  
State College & University Systems  
of West Virginia**

# **DEVELOPMENTAL EDUCATION'S PROPER ROLE IN HIGHER EDUCATION**

## **I. THE NEED FOR DEVELOPMENTAL EDUCATION**

Students with nonproficient ACT scores or students who have not taken a full high school curriculum for baccalaureate program admission are required to take developmental courses prior to being admitted to entry level English and math classes.

SREB states report that less than 55 to 60 percent of high school graduates continue on to college. More than 15-20 percent of those incoming students are underprepared and require developmental course work.\*

\*From SREB Educational Benchmarks 1994, p. 33.

## **II. THE NUMBERS**

**Nationally:** 23% of all undergraduate students (2.87 million) take developmental courses in a given year.\*

\*From Research in Developmental Education, volume 12, issue 4, 1995.

--100% of public two-year and 81% of public four-year institutions offer developmental courses.\*\*

--29% of first-time freshmen enrolled in at least one developmental class in the Fall of 1995.\*\*

\*\*Published by the National Center for Educational Statistics Office of Educational Research and Improvement - U.S. Department of Education 1996. Statistical Analysis Report NCES 97-584.

**West Virginia:** 53% of all first-time full time freshmen (4,484) took at least one developmental course in Fall 1995. This figure ranged from 29% (147) at West Liberty State College to 72% (411) at West Virginia State College (WV Higher Education Report Card 1996).\*

--Over 18% of all full time undergraduate students (1,938) in the University system took one or more developmental courses in Fall 1995.\*\*

Over 20% of all full time undergraduate students (4,657) in the state college system took one or more developmental courses in Fall 1995.\*\*

Over 16% of all undergraduate students took one or more developmental classes in Fall 1996.\*\*\*

\* See Attachment 1 for further information.

\*\* See Attachment 2 for further information.

\*\*\* See Attachment 3 for further information.

NOTE: West Virginia University's enrollment is not included in these averages.

### **III. ADVANTAGES FOR STUDENTS: HIGHER EDUCATION vs SECONDARY EDUCATION PROGRAMS**

--**Proven track record of success:** Excellent faculty and facilities for developmental programs with proven records of success are already in place at all higher education institutions.

--**One foot in the higher education door:** Students can take college level credit courses while enrolled in developmental programs.

--**Receiving the appropriate remediation:** Students take developmental courses from educators intimately familiar with the requirements of the entry level English and math classes.

--**Psychological advantages:** Both traditional freshmen and older non-traditional students would prefer to attend developmental courses in a higher education setting. Familiarity with the college environment and professors gives students the feeling of having "one foot in the door" of higher education rather than taking one giant step back into their pasts.

--**Expert Advice:** Advising and guidance are provided by college faculty.

--**Distance Learning Opportunities:** Higher education is poised to take advantage of distance learning through its existing satellite and computer network.

#### **IV. COST ADVANTAGES FOR WEST VIRGINIA: HIGHER EDUCATION vs SECONDARY EDUCATION HIGHER EDUCATION**

- A conduit of federal aid to West Virginia:** Developmental students are eligible for, and receive, deferral financial aid. The large numbers of developmental students translate into large amounts of financial aid. The state taxpayer has paid once to educate these students and should not be required to pay twice for a repeat of the same service at secondary education institutions.
- Developmental education is cost-effective:** Developmental educators are an effective mix of full time and part-time instructors.
- A better educated workforce:** Allowing high school graduates with nonproficient ACT scores to enter directly into college encourages large numbers of students to enter college who might not otherwise have considered higher education an option.
- Increased outside business investment in WV:** A better educated workforce (i.e. larger number of college graduates) attracts industry to locate in our state.

**UNDERGRADUATE CREDIT STUDENTS TAKING DEVELOPMENTAL COURSES  
FIRST-TIME FRESHMEN  
FALL - 1995**

	<b>FT</b>	<b>FT DEV</b>	<b>%</b>	<b>PT</b>	<b>PT DEV</b>	<b>%</b>	<b>TOTAL</b>	<b>TOTAL DEV</b>	<b>%</b>
Marshall University	1,907	757	40	125	43	34.40	2,032	800	39.0
WV University*	2,938	0	0	68	0	0.00	3,006	0	0.0
WV School of Osteo.	0	0	0	0	0	0.00	0	0	0.0
WV Graduate College	0	0	0	0	0	0.00	0	0	0.0
WVU-Parkersburg	580	379	65	225	105	46.7	805	484	60.0
Potomac of WVU	456	263	58	9	5	55.6	465	268	58.0
<b>University System*</b>	<b>5,881</b>	<b>1,399</b>	<b>48</b>	<b>427</b>	<b>153</b>	<b>42.6</b>	<b>6,308</b>	<b>1,552</b>	<b>47.0</b>
Bluefield	421	298	71	82	36	43.9	503	334	66.4
Concord	521	207	40	21	2	9.5	542	209	38.5
Fairmont	1,122	684	61	159	37	23.3	1,281	721	56.2
Glenville	495	241	49	121	16	13.2	616	257	41.7
Shepherd	596	334	56	56	32	57.1	602	366	60.8
West Liberty	509	147	29	3	2	66.7	512	149	29.1
WV Tech	463	257	56	48	17	35.4	511	274	53.6
WV State	571	411	72	135	88	65.9	706	499	70.6
Southern	619	331	53	220	52	23.6	839	383	45.6
Northern	269	175	65	147	70	47.6	412	245	59.4
<b>State College System</b>	<b>5,586</b>	<b>3,085</b>	<b>55</b>	<b>992</b>	<b>352</b>	<b>35.5</b>	<b>6,576</b>	<b>3,437</b>	<b>52.3</b>
<b>TOTAL DATA*</b>	<b>11,467</b>	<b>4,484</b>	<b>53</b>	<b>1,419</b>	<b>352</b>	<b>37.9</b>	<b>12,886</b>	<b>4,989</b>	<b>50.5</b>

\*Please note that WVU does not offer developmental courses in the curriculum; WVU's enrollment is not included in these averages.

**UNDERGRADUATE CREDIT STUDENTS TAKING DEVELOPMENTAL COURSES**  
**FALL - 1995**

	PT	FT DEV	%	PT	FT DEV	%	TOTAL	TOTAL DEV	%
Marshall University	7,874	1,022	13.0	2,336	84	3.6	10,210	1,106	10.8
WV University*	14,043	0	0.0	999	0	0.0	15,042	0	0.0
WV School of Osteo.	0	0	0.0	0	0	0.0	0	0	0.0
WV Graduate College	0	0	0.0	0	0	0.0	0	0	0.0
WVU-Parkersburg	1,927	596	30.9	1,792	234	13.1	3,719	830	22.3
Potomac of WVU	789	320	40.6	374	11	2.9	1,163	331	28.5
<b>University System*</b>	<b>24,633</b>	<b>1,938</b>	<b>18.3</b>	<b>5,501</b>	<b>329</b>	<b>7.3</b>	<b>30,134</b>	<b>2,267</b>	<b>15.0</b>
Bluefield	1,543	386	25.0	943	81	8.6	2,486	467	18.8
Concord	1,847	299	16.2	784	9	1.1	2,631	308	11.7
Fairmont	4,344	1,030	23.7	2,203	131	5.9	6,547	1,161	17.7
Glenville	1,806	345	19.1	611	28	4.6	2,417	373	15.4
Shepherd	2,386	408	17.1	1,216	98	8.1	3,602	506	14.0
West Liberty	2,158	265	12.3	277	6	2.2	2,435	271	11.1
WVU Institute of Tech.	1,922	361	18.8	593	48	8.1	2,515	409	16.0
WV State College	2,719	649	23.9	1,767	190	10.8	4,486	839	18.7
Southern	1,802	531	29.5	1,292	133	10.0	3,094	664	21.5
Northern	1,095	383	35.0	1,625	238	14.6	2,720	621	22.8
<b>State College System</b>	<b>21,622</b>	<b>4,657</b>	<b>21.5</b>	<b>11,311</b>	<b>962</b>	<b>8.5</b>	<b>32,933</b>	<b>5,619</b>	<b>17.1</b>
<b>TOTAL DATA*</b>	<b>46,255</b>	<b>6,595</b>	<b>20.5</b>	<b>16,812</b>	<b>1,291</b>	<b>8.2</b>	<b>63,067</b>	<b>7,886</b>	<b>16.4</b>

\*Please note that WVU does not offer developmental courses in the curriculum; WVU's enrollment is not included in these averages.

**UNDERGRADUATE CREDIT STUDENTS TAKING DEVELOPMENTAL COURSES**  
**FALL - 1996**

	FT	FT DEV	%	PT	PT DEV	%	TOTAL	TOTAL DEV	%
Marshall University	8,310	1,245	15.0	2,566	92	3.6	10,876	1,337	12.3
WV University*	13,877	0	0.0	1,020	0	0.0	14,897	0	0.0
WV School of Osteo.	0	0	0.0	0	0	0.0	0	0	0.0
WV Graduate College	0	0	0.0	0	0	0.0	0	0	0.0
WVU-Parkersburg	1,849	576	31.2	1,572	189	12.0	3,421	765	22.4
Potomac of WVU	758	247	32.6	350	7	2.0	1,108	254	22.9
<b>University System*</b>	<b>26,664</b>	<b>2,456</b>	<b>19.2</b>	<b>6,096</b>	<b>325</b>	<b>6.4</b>	<b>32,760</b>	<b>2,781</b>	<b>15.6</b>
Bluefield	1,597	348	21.8	1,005	104	10.3	2,602	452	17.4
Concord	1,198	350	18.2	482	50	10.4	2,400	400	16.7
Fairmont	4,367	991	22.7	2,188	96	4.4	6,555	1,087	16.6
Glenville	1,753	318	18.1	426	22	5.2	2,179	340	15.6
Shepherd	2,245	405	16.6	1,400	80	5.7	3,845	485	12.6
West Liberty	2,148	199	9.3	264	4	1.5	2,142	203	8.4
WVU Institute of Tech.	1,870	388	20.7	588	37	6.3	2,458	425	17.3
WV State College	2,778	669	24.1	1,767	184	10.4	4,545	853	18.8
Southern	1,735	549	31.6	1,320	98	7.4	3,055	647	21.2
Northern	1,045	356	34.1	1,509	150	9.9	2,554	506	19.8
<b>State College System</b>	<b>19,786</b>	<b>4,185</b>	<b>21.2</b>	<b>10,361</b>	<b>788</b>	<b>7.6</b>	<b>30,147</b>	<b>4,973</b>	<b>16.5</b>
<b>TOTAL DATA*</b>	<b>46,450</b>	<b>6,641</b>	<b>20.4</b>	<b>16,457</b>	<b>1,113</b>	<b>7.2</b>	<b>62,907</b>	<b>7,754</b>	<b>16.1</b>

\*Please note that WVU does not offer developmental courses in the curriculum; WVU's enrollment is not included in these averages.

From mbroughton@juno.com Fri Jan 15 16:52:05 1999  
Date: Mon, 8 Dec 1997 13:14:32 -0500  
From: Marilyn A Broughton <mbroughton@juno.com>  
To: CARPENTERK@platte.unk.edu  
Cc: rosalind@Kwantlen.BC.CA  
Subject: Re: conference call

This is just a rough form of the minutes which is being put in standard form today. I wanted you to have an advanced copy before it went out and before the conference call. Please let me know if there are additions before it is sent out! I can't remember - were others present?

Board Meeting at Sacramento (10/26/97)

Meeting was called to order at 9:00 a.m. with following members in attendance: Kathy Carpenter, President; Vincent Orlando, Past President; Michael O'Hear, President Elect; Sylvia Mioduski, Treasurer; Marilyn Broughton, Secretary; and Rosalind Lee, Membership.

- #1 Report from Valerie Smith Stephens  
Attachment A: Annual Report

Valerie Smith Stephens reported that \$1,024 was raised in the Chines auction. She requests that she sit at the head table against next year so that she can promote the auction. She also suggests that next year at Salt Lake City, the auction be changed to CRLA Auction. She said that she had gotten many inquiries about what "Chinese Auction" meant, but had gotten no complaints. Next time she will use smaller cans for the tickets. O'Hear commended her for her ability to move the actual distribution of the raffle along. Valerie expressed appreciation with working with the Board.

- #2 Kathy Carpenter raised the question of whether to use the ATT cards or whether to charge the phone conferences to members' home or office. Several members said that they have the inexpensive rate of ten cents a minute, which is cheaper than the ATT phone card. The consensus was that there will be an option of using the card or having the charges made to home or office.
- #3 Vince discussed the fact that the Board encourages diversity in elections as well as membership on the Board. All were in agreement.
- #4 Vince shared that H & H Publishing Co. said that they could publish the LAC monograph. Frank Christ is officially working with them, but would

like a member of the Board to also be involved. Vince will work with Kathy on this. No further action taken.

- #5 Kathy Carpenter made her report with the goals for the coming year. This included the following:

- (1) Working on the strategic plan for CRLA
- (2) Co-sponsoring a symposium with NADE in 1999 or 2000
- (3) Strengthening state regions and chapters as well as being more actively involved in having conferences in the spring and being actively involved in Salt Lake
  - (4) Past Officers' organization
- (5) By Laws change - Denise McGinty Swann - will be accepting the chair of the committee which a three year commitment

Attachment B: Letter from Denise McGinty Swann

- (6) Appointing a volunteer administrative assistant, which may be a three year appointment
- (7) Looking for a membership service (Vince will continue working on that.)

Discussion of Goals: Kathy asked for additional suggestions from the Board.

Vince suggested that the NADE package could be used to spell out the task list (the conference is the most important thing as well as the flow charts). Since they are all in one spot and written out in booklet, they would be helpful. This can be discussed later. We may not want to get as detailed as NADE's, however.

Kathy suggested (with reference to goal #1 that the Board Meeting at Salt Lake City be extended a couple of days in order to have a strategic planning meeting. This would require meeting a couple of days earlier than usual. Mike will check with the hotel on this. Kathy would like Becky Johnen to chair this since she did her dissertation on the topic. The committee will also include the five board members: Sylvia, Mike, Marilyn, Kathy, and Rosalind.

A Motion was made by Marilyn that the membership chair be an ex officio member of the board and will attend all meetings. Sylvia seconded. All were in favor and the motion passed.

Roz, the newsletter editor will also be a part of the strategic planning committee since she is an ex officio member as well as the newsletter editor. This brings the committee up to eight.

A Motion was made by Vince to have the strategic planning committee as discussed. Seconded by Mike. Vince suggested that the materials be gathered and distributed before the meeting. Motion passed with all in favor.

With reference to goal #2, Kathy said that Dave Arendale would appoint two people from NADE and CRLA would appoint two people to investigate the possibility of a co-sponsored symposium. NTA and MCLCA might also be involved, but would not invest any money. Hunter Boylan is the contact person. Kathy will be one of the people to work on this. Karen Agee was also suggested as a good person for this since people involved need to know the organization.

Vince moved that the Board appoint Kathy Carpenter and Karen Agee to investigate a joint symposium with NADE. Sylvia seconded and the Motion passed.

#6 Rosalind discussed allowing Canadian members to register at CRLA using Canadian money. There is also interest in having another meeting in Canada. The summer institute at San Marcos was also discussed. No action taken.

#7 Concerning the spring meeting, Mike will poll the group to find out the best dates for everyone to attend. It will probably be around the end of February. He will also send out notes about the conference for next year. He observed that many people do not have to stay over on Saturday night any more for ticket expenses.

#8 There was a discussion about buying new equipment that will be PC rather than MAC based. That way the board will have access to both. At the December meeting, the costs will be discussed.

#9 The December phone conference will be held either December 5 or 12.

#10 Vince moved that the Board Meeting be adjourned at 10:09 am on October 26, 1997.

(Vince announced that he and Rosalind were engaged!!!!) All celebrated!!!!

# SIG

# Coordinator

# Handbook

1997

## **Table of Contents**

SIG Coordinator Job Description

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**(This notebook was assembled for fall/1997 Board Meeting of CRLA by Pat Jonason, outgoing SIG Coordinator. It is recommended that this should be revised by each Coordinator and forwarded to in-coming SIG Coordinator.)**

## CRLA Job Description

### SIG Coordinator

Special Interest Groups (SIGs) exist in CRLA to foster year-long membership participation in areas of similar interest. Themes that distinguish SIGs from all other groups in CRLA are (1) topics of professional interest that may change periodically; (2) intentionally loose governing guidelines freeing each SIG to grow; and (3) regular information and experience exchange within its membership.

The SIG Coordinator facilitates the operation of the groups during the year and at the annual conference.

1. Correspond with SIG Leaders regularly as needed, at least every academic month.
2. Design application form for prospective SIG Leaders and formalize start-up of new SIGs and retirement of defunct SIGs
3. Assist with formation of new SIG by
  - a. Polling membership at annual conference to determine level of interest;
  - b. Actively recruiting Leader;
  - c. Providing new Leader needed resources, i.e. SIG Leader Handbook, copy-ready CRLA logos of various sizes, CRLA letterhead, and CRLA stamp.
4. Assist states and regions with state/region-level SIGs where such a network exists.
5. Assist CRLA web-site manager with creating and maintaining SIG component of CRLA web-site.
6. Before the annual conference:
  - a) Work with President-Elect on SIG-related conference needs;
  - b) Gather reports from SIG Leaders and prepare report to Board;
  - c) Finalize conference plans with SIG Leaders;
  - d) Update SIG Leader handbook;
  - e) Prepare agenda and materials for SIG Leaders' working luncheon or leadership workshop;
  - f) Contact SIG Leaders to bring copies of newsletters and other useful resources (books, etc.) for display at conference.
  - g) Provide to the President a list of SIG Leaders one month prior to conference so that a CRLA Certificate of Appreciation can be awarded to each Leader.
7. At the annual conference:
  - a) Facilitate SIG Leaders' working luncheon or leadership workshop;
  - b) Discuss with each SIG Leader the future of his/her SIG;
  - c) Set up and monitor SIG information area and display;
  - d) Attend beginning of each SIG function/meeting to make sure Leader is present and that facilities are satisfactory;
  - e) Recruit needed SIG Leaders;
  - f) Present annual report to the Board, including evaluation of SIGs, issues, and future direction;
  - g) Meet with Leaders of newly-formed SIGs to review SIG Leader Handbook and expectations.
8. Maintain and develop SIG Leader Handbook.
9. Maintain and develop a directory of SIG resources.
10. Annually send a letter of appreciation to the institution of each SIG Leader.
11. Send copies of all correspondence to the President at least monthly.
12. Send copies of appropriate correspondence to the Archivist regularly.
13. Update SIG Leader lists and information sheet as needed.
14. Keep President, Membership Coordinator, and *Newsletter* editor informed of changes in SIGs.
15. Submit "SIG News" article to editor for each of the three regular editions of the *Newsletter*.
16. Send to the Treasurer by May 31 a proposed budget for the following year.
17. At end of three-year term of office, update this job description as well as the SIG Coordinator Handbook and suggest changes in job description of SIG Leader.

## **Job Description**

### **SIG Coordinator**

**Samples of**  
**SIG Coordinator**  
**Annual Reports**

SIG COORDINATOR REPORT  
SUBMITTED BY PAT JONASON  
MARCH 23, 1994  
SAN DIEGO, CALIFORNIA

**STATUS OF SPECIAL INTEREST GROUPS:**

The following is a listing of the current SIGs, the SIG leader, and my most recent membership numbers. The complete directory is included with this report.

Cognitive Psychology	Jan Swinton	54 members
College Reading	Carol Wills	82 members
Computer Technology	LaVern Schroeder	35 members
Counseling and Helping Relationships	Diane Crary	4 members
Critical Thinking	Craig Stern	56 members
Developmental/Basic Writing	Mary Fagan Clark	31 members
Emotional/Motivational Aspects of Learning	Glen Hirsch	27 members
English as a Foreign/Second Language	Anna-Maria Schlender	26 members
HyperCard	Richard Holdredge	16 members
Learning Assistance Center Management	Carolyn Smith	69 members
Learning Disabilities	Lorraine Peniston	46 members
Liberal Arts Colleges and Universities	Kelly Hudgins	10 members
Mathematics Tutorial Programs	Margaret Rogers	31 members
Multicultural Issues	Patti Dozen	30 members
Peer Tutoring	Karan Hancock	71 members
Research and Evaluation	Michael O'Hear	29 members
Teaching Excellence	Kate O'Dell	15 members
Workforce Literacy	Sinda Slagle	14 members
	Carol Pottoroff	

I base my membership figures on the rosters that I have received from Robin Bischof, membership chair. It seems that these should be the standard since her list would indicate those members who have paid the \$5.00 membership; however, I know that there is some discrepancy between my figures and the figures of some of the leaders. The discrepancy could be due to new memberships or due to old members being carried on SIG leaders' rosters.

Two SIGs have new leaders. Kate O'Dell is the new Teaching Excellence SIG leader. Kate responded to my plea to the membership of that SIG when Carol Morgan submitted her resignation. Kate is unable to attend the CRLA conference this year. The Cognitive Psychology SIG is currently "in transition." Patricia Mulcahy-Ernt is

stepping down as the leader of that SIG; however, she is turning over the leadership to Jan Swinton. Jan will be at the San Diego conference and will be able to attend the SIG Leaders' Luncheon.

## **CONFERENCE ACTIVITIES:**

The SIGs and their leaders are well represented in the San Diego program. SIG breakfasts, lunches, and business meetings are scheduled for Friday, March 25th. The following SIGs have scheduled breakfasts:

- Peer Tutoring
- College Reading
- Computer Technology
- Teaching Excellence
- Critical Thinking

The following SIGs have scheduled lunches:

- Math Tutorial
- Workplace Literacy
- Emotional/Motivational Aspects of Learning
- Learning Assistance Center Management
- English as a Foreign/Second Language
- Learning Disabilities
- Cognitive Psychology

Additionally, several SIGs have scheduled business meeting and are responsible for both conference sessions and institutes.

## **SIG LEADERS' LUNCHEON:**

The SIG Leaders' Luncheon is scheduled for Thursday, March 24th. Once again, both the newly elected CRLA president-elect (Pat Mulcahy-Ernt) and president-elect (Tom Gier) will be in attendance. Attached is the verbatim remarks of the SIG leaders in response to an earlier communication of mine in which I solicited ideas/concerns for this luncheon. Since time is so short during this lunch meeting, I needed this information to better utilize this session.

## **RECOMMENDATIONS AND SUGGESTIONS:**

\*Patti Dozen of the Multicultural SIG recommended that the complete listing of all SIGs and the SIG leaders be included in each *CRLA Newsletter*. She stated that she felt this would boost SIG member participation. I agree and ask that the Board consider this suggestion.

\* I strongly recommend that the SIG coordinator be included on the mailing list for the Board minutes. This information could serve as a source for communications with the SIG leaders. This past year I received minutes dated January 9,

June 8, and September 14th. That information was most beneficial for the SIG coordinator.

- \*Additional information that would improve the effectiveness of the SIG coordinator would be regular (monthly, bimonthly, quarterly) updates from the treasurer and the membership chair. This is information that I could share with the leaders. Unless the SIG coordinator places a direct request, there is no avenue for attaining this information.
- \* I would ask that the Board consider moving the SIG Coordinator report from the spring meeting to the summer meeting. This would allow the SIG coordinator to gather the figures on the exact amount of conference participation of the SIG functions and to also report to the board the outcome of the SIG Leaders' Luncheon. From the information that I can gather, it appears that in the past the SIG leaders and SIG coordinator submit separate reports. Moving the report to the summer would expedite a comprehensive SIG report as opposed to the more fragmented approach.
- \*I would also recommend a specific timeline for incoming and outgoing SIG coordinators. I suggest that the new coordinator be selected by the conference. At that conference, the new coordinator can shadow the outgoing coordinator. The outgoing coordinator would assume responsibility for the report to the summer board meeting; however, the incoming coordinator should have input. That would be the outgoing coordinator's final act. That report would be comprehensive and would be shared with the new coordinator, who would then have responsibility for the SIGs. This would allow for a few months of training.

#### **SIG COORDINATOR'S GOALS FOR 1994-1995:**

This first year as SIG coordinator has been a year of some frustrations. I have had some uncertainty as to my role. I was very slow getting started for two reasons. First, having served as site chair for the 1993 conference, I had numerous "loose ends" to contend with before I could get into the SIG coordinator role. Second, there was no organized notebook to follow as we thought there would be. In place was a box of files. It took sometime to get that box and more time to wade through its contents.

After a year of on-the-job training, I have established the following goals for the second year of my term:

- \*Improve communication. I must communicate more regularly with the leaders. I plan on being much more assertive in communicating with the Board, with the President-Elect, and with the leaders. I expect clarification from Pat Mulcahy-Ernt on her perception of my role as SIG coordinator in terms of planning for the 1995 conference. I now feel informed so that I can at least ask the right questions.

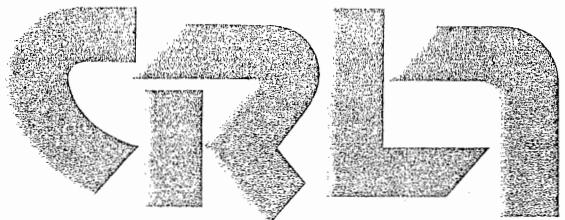
- \*Create SIG leaders resource guide. There is document that I have from which I can work; however, the information needs to be current. This update would include how to get mailing labels, how to submit for reimbursement for expenses, where to get CRLA letterhead. In addition, I would like to include sample SIG newsletters and communications.
- \*Commitment to greater exposure in *CRLA Newsletter*. I am going to ask for a specific commitment from each SIG leader regarding in which edition of the *Newsletter* that SIG will be featured---or at least have an article.
- \*History of the SIGs. I'd like to gather information on the development of the Special Interest Groups. When was the first one formed? When was each added? Which have come and gone? Who has served as leaders? (This is not my #1 priority; this goal is to satisfy my curiosity.)

I appreciate the opportunity to serve as SIG coordinator and to attend the Board meeting. I will be in attendance at the Board meeting on the morning of March 23 to discuss this report and other items that the Board would like to present.

Respectfully submitted by



Pat Jonason  
SIG Coordinator



College  
Reading &  
Learning  
Association

2044

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

SIG membership applications - w/ multicultural added

✓ leadership  
✓ camera-ready  
✓ reviewed

SIG COORDINATOR REPORT  
SUBMITTED BY PAT JONASON  
APRIL 4, 1995  
TEMPE, ARIZONA

**STATUS OF SPECIAL INTEREST GROUPS:**

In terms of the membership numbers, I have no new numbers to share since I submitted my summer report.

There have been several changes in leadership.

SIG	OUTGOING LEADER	NEW LEADER
Computer Technology	LaVern Schroeder	not yet named
Critical Thinking	Craig Stern	Judith Olson-Fallon
Emotional/Mot.	Glen Hirsch	Charlotte Babcock
LAC Management	Carolyn Smith	Jan Norton
Learning Disabilities	Lorraine Peniston	Zanetta Douglas
Research & Evaluation	Michael O'Hear	not yet named

In both cases where a SIG's has an unnamed leader, there is someone who has indicated a willingness to serve. I expect that those names will be confirmed at Tempe.

During the last year, a complete listing of the SIG's and their leaders have been published in the *CRLA Newsletter*. That was a suggestion made at last year's conference by a SIG leader.

**CONFERENCE ACTIVITIES:**

All SIG's have activities scheduled. Those scheduled activities include

breakfasts, lunches, ice cream socials, institutes, sessions, roundtables, or business meetings.

#### **CONCERNS/SUGGESTIONS/RECOMMENDATIONS:**

- SIG coordinator needs regular information from Board and membership coordinator. I would like to request that my name be added to the distribution list for minutes of meetings and treasurer's reports. This past year was much better in those two areas than my first year as coordinator.

In the area of membership, I have serious concerns. These concerns are on-going from last year. At last year's conference, I met with the membership coordinator. We agreed that she could send me updated membership lists for the SIG's and that she or someone on her staff would send me a copy of new applications for SIG membership. This would allow me to send a welcoming letter. To expedite this, I sent her 30 self-adhesive mailing labels.

Since last year's conference, I have not received a single application from her. Does that mean not a single person has joined a SIG during the current year?

In addition, I have only received one updated membership list. I received that only after I requested it in order to complete my summer report. This list still contained the names of people whose membership expired in 1993. I received a note at that time said the next quarterly report would be cleared of those people who did not renew their memberships.

I have heard nothing summer of 1994, even though I requested updated SIG membership lists in order to complete this report.

- In light of the changes from spring to fall annual conferences, I would suggest that some sort of timeline be established (and maybe it has). What sort of deadlines can the SIG leaders expect in terms of information needed from them by conference chairs for spring and fall of 1996? Will the CRLA membership year change? Dues will be from when to when? SIG leaders terms will run from when to when? Fiscal year will run from when to when?

- In order for the communication that comes from the SIG leaders to be easily identified as a CRLA/SIG mailing, I have two suggestions:
  1. Each SIG leader should have a camera-ready CRLA letterhead that can be used whenever they make copies of their newsletters/communications/mailings.
  2. Each SIG leader should be supplied with a small (1") self-inking stamp that has the CRLA logo. If every envelope containing CRLA information had a CRLA stamp, recipients would know immediately that the contents of that envelope would be related to their professional organization. Using a small inconspicuous stamp/mark added to college envelopes would allow those people distributing mailings to continue to use their college envelopes. I have ordered one for my own use. If it arrives before the conference concludes, I would like to have the Board consider this purchase.

**Attachments:**

I have attached an revised *SIG Directory* and *SIG Leaders Handbook*.

At next year's conference, I plan to up-date these two items and to present a SIG coordinator's handbook.

Leadership - sign up early for hotels -  
can always cancel



SIG Coordinator Report  
October 29, 1996

SIG's/Leaders/Membership #s

SIG	LEADER	NO. OF MEMBERS
Cognitive Psychology	Jan Swinton	48
College Reading	Carol Wills	147
Computer Technology	Lucy Tribble MacDonald	72
Counseling and Helping	Position Open*	17
Critical Thinking	Judith Olson-Fallon	68
Developmental Writing	Margaret Clark	64
Emotional/Motivational Aspects	Charlotte Babcock	45
English as a Second/Foreign Language	Anna-Maria Schlender	46
Learning Assistance Center Management	Jan Norton	136
Learning Disabilities	Zanetta Douglas	72
Liberal Arts Colleges and Universities	Vicki Edelnant*	28
Math (Tutorial)	Lois Haid*	44
Multi Cultural	Cynthia Linton*	37
Peer Tutoring	Helen Baril/Elaine Wright*	134
Research and Evaluation	Craig Stern	43
Teaching Excellence	Kate O'Dell	33
Workforce Literacy	Vickie Papineau*	22
Humor	JoLynne Richter*	(formative phase)
Distance Learning	(formative phase)*	(formative phase)

Total membership in the SIG's as of September 21, 1996 was 1,065.

\* indicates new leaders. These are individuals who will need some assistance through the 1997 year.

### **Handbook and Directory**

Attached to this report is a copy of the most recent *SIG Leader Directory* for 1996-1997, which contains all updated information that I have received. In addition, I have attached a copy of the *1997 SIG Leader Handbook*. The *Handbook* contains the following:

- Letter of appreciation from SIG Coordinator
- Job Description
- Yearly planning for SIG leaders (I have attempted to attach some chronological plan to the responsibilities of the SIG leaders, especially in terms of conference planning. Note that it is a draft copy and, thus, open to revision.)
- Sheet of directions for mailings and newsletters along with a listing of individuals who should get a copy of mailing.
- Sample newsletters.
- Reimbursement forms
- SIG leader annual report form for November, 1997.

### **Other Changes**

- HyperCard SIG merged in with the Computer Technology SIG.
- Two SIG's are in the formative stage. JoLynne Richter has expressed an interest in beginning a Humor SIG. She currently has some health concerns, but when those are resolved, she will be active again. In the meantime, I will be sending her the *Leader Handbook* and will post a sign-up on the SIG display for interested parties. I will also be posting a sign-up for a Distance Learning SIG; I have a potential leader in mind if there is sufficient interest.

### **Concerns**

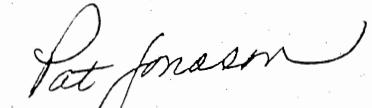
- Number of new leaders and new coordinator. This year will be a year of transition. New leaders and coordinator will need assistance. Plan to solve part of problem by requesting experienced leaders to serve as mentors for new leaders. I plan to serve as mentor for Patti Dozen.
- Lack of communication. From coordinator to leaders and from Board to coordinator. By virtue of position, past president is "in the loop" and has access to information for distribution to presidents and chairs or states, regions, and chapters. SIG coordinator should communicate with leaders monthly (according to job description) but receives little current information from the board. I recommend that the Board keep SIG coordinator

informed; any communication sent to all SIG leaders from Board members and/or other office holders should at least be "Copied" to SIG Coordinator.

### **Replacement**

Patti Dozen has agreed to share coordinator duties this year. She will then move into full leadership for the 1998 year. (I have not yet received her application.)

Respectfully submitted,



Pat Jonason  
SIG Coordinator

**Samples of  
Board Minutes**

**(These may be copied and forwarded to  
SIG Leaders.)**

## CRLA BOARD MEETING

### SUMMARY OF AUGUST 8, 1995 TELECONFERENCE MINUTES

**Members on-line:** Pat Mulcahy-Ernt, *President*; Tom Gier, *Past-President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

The meeting was called to order at 11:00 a.m. EDT.

**1. Agenda Approved**

The revised agenda of August 1 was approved.

**2. Minutes Approved**

The minutes of the May 16, 1995 teleconference were approved as amended.

**3. State/Region/Chapter Update**

Oregon Chapter has requested travel funds for Karan Hancock who will co-keynote and present a session at their Oct. 20 State Conference. It was moved that the Oregon Chapter be granted \$430 to cover travel funds for their keynote speaker.

**4. Professional Association Liaison Committee (PAL's)**

a) Report

The Professional Association Liaison committee submitted a report which included the objectives of the committee and a listing of the individual liaisons. It was moved that the Board accept the PAL's report.

b) MCLCA Liaison

It was moved that the Board accept the liaison agreement with the Midwest College Learning Center Association (MCLCA). This agreement is similar to the one CRLA has in effect with the National Association of Developmental Education (NADE). It was recommended that CRLA investigate a similar professional liaison with the Association of California Colleges Tutoring and Learning Assistance (ACCTLA).

c) International Reading Association (IRA)

The IRA has invited CRLA to present a co-sponsored session at their conference in New Orleans, April 28 - May 3, 1996.

**5. Professional Activity of Board Members**

A Board member has been requested to attend the MCLCA conference in Evanston, Illinois Sep 27-29. No decision was made at this time as who would attend.

**6. CAS Standards Report**

A draft of the "Council for the Advancement of Standards (CAS) Learning Assistance Program Standards and Guidelines" was presented. It will be discussed at a future meeting.

**7. Spring 1996 Canadian Symposium (April 18-20)**

The Call for Papers will appear in the upcoming *Newsletter*.

**8. Fall 1996 Albuquerque Conference (October 30 - November 3)**

The following features of the 1996 conference were discussed: a breakfast for past Board members and for the JCRL Board; a two-hour block of open time on Friday for networking; reduced hours for publishers' exhibits; to hold the awards luncheon Friday, and install new officers at the Saturday banquet.

**9. Publications' Schedules**

Both publications should be out by late August or early September. Roz Bethke is to be commended for her work on the *Newsletter*.

**10. Master Calendar**

Pat will update calendar items and distribute them with updates of the "Quick Reference List."

**11. Plenary Session Report**

Susan Deese-Roberts submitted a report from the plenary session of the Tempe conference. This will be discussed at a future Board meeting.

**12. 1997 Conference**

It was moved that Sacramento be accepted as the site for the 1997 conference and that the contract with the Red Lion Hotel be approved. The conference will be Oct. 20-27, 1997. Tom Dayton will be on-site chair. The Board expressed thanks to Susan Deese-Roberts for her work in site selection and to Tom Dayton for volunteering as chair.

**13. Insurance**

The Board was updated on current insurance coverage. The Executive Board is bonded, and a general liability policy covers the conference. Sandra will investigate additional liability coverage for individuals who serve on the Board.

**14. Membership Renewals**

Memberships received after October 1 will be treated as 1996 memberships. It was moved that renewal memberships have a three-month grace period.

**15. Disbursement of Funds**

It was decided that when money is disbursed as a "grant" rather than a reimbursement, the recipient needs to provide some documentation for the Treasurer's records. The case of money going to the Texas Chapter was an example.

**16. Long-Term Certificates of Deposit (CD)**

The following motions were made:

i) \$40,000 from the conference account be used to purchase a 12-month Certificate of Deposit. This motion was made as an amendment to the Jan. 26, 1995 motion in which \$30,000 from the conference account and \$10,000 from the operating account were allocated.

ii) The President, President-Elect and Treasurer put their signatures on the signature card when Certificates of Deposit are opened and/or renewed in the future.

iii) The \$40,000 CD which will mature at the end of July, 1996 be renewed for 6 months. This will align the CD with the terms of the officers.

iv) \$10,000 be transferred from the conference account to the Canadian Symposium account.

v) \$20,000 be transferred from the conference account to the operating account. This leaves \$20,000 in the conference account.

**17. Tempe Conference Financial Report**

Sandra reported a net income of approximately \$20,975, with no losses on any of the meal functions.

Sandra has done a great job with the financial details of the conference, and Rick Sheets and Pat Mulcahy-Ernt are to be congratulated for a profitable conference.

CRLA Board Teleconference  
Summary of Aug 8 and Sep 7, 1995 Minutes  
page 3

**18. 1996 Conference Budgets**

It was moved that conference fees be set at \$85 for early registration, \$70 for one-day registration, and \$100 for late full registration.

The 1996 Albuquerque conference budget was approved, and will be revisited for adjustments at a later date.

The Canadian Symposium budget was approved.

**19. 1995-1996 Operating Account**

After reviewing the combined accounts, it was concluded that the overall revenue of the organization increased by \$10,000 during 1994-1995.

There was discussion regarding various line items in the operating budget. It was moved that the operating budget be approved as proposed and that it be adjusted at a future conference call.

The next conference call to continue discussion on the budget is to be held on September 7, 1995 at 11:00 am EDT.

**20. Next Regular Board Meeting**

The next regular conference call will be held on Thursday, Nov. 2, 1995 at 11:00 am EST.

The meeting was adjourned at 1:15 pm EDT.

**SUMMARY OF  
SEPTEMBER 7, 1995 TELECONFERENCE MINUTES**

**Members on-line:** Pat Mulcahy-Ernt, *President*; Tom Gier, *Past-President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

**Guest on-line:** Bernie Birch, Insurance Representative, A.F. Crissie Insurance

The meeting was called to order at 11:00 a.m. EDT.

**21. Insurance Representative**

Mr. Bernie Birch joined the teleconference to explain the salient types of insurance for CRLA. He highlighted the differences between liability insurance (which we have) and Directors' and Officers' Insurance (which we don't have). He gave some premium estimates, and stated that this is dependent on the membership count. He then left the teleconference.

**22. Agenda Approved**

The agenda was approved after additions.

**23. Membership Update**

Rosalind has been updating the database as new information is received. She will be requesting address and telephone updates from lifetime members. She will also distribute a list of international members and journal memberships to the Board for information. It was recommended that both school and home addresses be included in the database, and work phone numbers could be distributed to CRLA officials (e.g. State Directors) who received lists of members.

**24. Operating Budget Discussion**

The Board went through each line item in the Operating Fund Worksheet, making adjustments as

**CRLA Board Teleconference**  
**Summary of Aug 8 and Sep 7, 1995 Minutes**  
page 4

necessary. It was noted that CRLA expenses have increased over the years as institutions have provided less in-kind assistance and the budget projections should reflect the true costs of operating. It was recommended that lines for the conference profit, a beginning balance and the projected income be included in the budget printout to give a total picture.

Insurance needs were discussed.

**It was moved that Directors' and Officers' Liability Insurance for CRLA be purchased.**

**It was moved that the operating budget be accepted as proposed.**

**25. Elections**

**It was moved that the slate of nominees for President-Elect and for Treasurer be accepted.**

**President-Elect Nominees: Theria Beverly, Kathy Carpenter**

**Treasurer Nominees: Janet Eddy, Sylvia Mioduski**

The Board is pleased that these individuals have come forward to serve the organization.

**26. Auditing Procedures**

Sandra will collect bids from external sources for auditing the CRLA books and will report back to the Board.

**27. Canadian Symposium**

The deadline for submitting session proposals has been extended to Oct. 20, 1995.

**28. Miscellaneous**

Tom mentioned SIG leaders have been requesting more information on various items.

**29. Next Board Meeting**

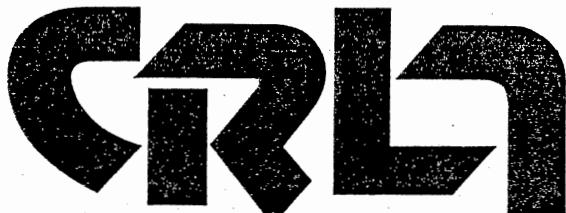
The next Board meeting will be a conference call on Thursday, November 2, 1995 at 11:00 am Eastern Standard Time.

The meeting was adjourned at 12:45 p.m. EDT.

The minutes of the August 8 and September 7, 1995 teleconference meetings were approved Nov. 2, 1995.

**Samples of**  
**CRLA Quick Reference List**

(These should be copied and forwarded to  
**SIG Leaders.**)



**College  
Reading &  
Learning  
Association**

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

## The CRLA Quick Reference List

November 1995

### Name/Work Address

### Home Address

### Phone/FAX/E-mail

#### **President**

Dr. Patricia Mulcahy-Ernst  
School of Education and Human Resources  
South Hall  
University of Bridgeport  
Bridgeport, CT 06601

220 West Flat Hill Road  
Southbury, CT 06488

(203) 576-4201 (Work)  
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(203) 264-1288 \*51 (Home FAX)  
[mulcahyp@cse.bridgeport.edu](mailto:mulcahyp@cse.bridgeport.edu)

#### **President-Elect**

Dr. Vincent Orlando  
Campus Box 17  
Metropolitan State College of Denver  
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Note: Please forward all address, phone, and e-mail updates by November 15, 1995 for the January Quick Reference List to Dr. Patricia Mulcahy-Ernt, 220 West Flat Hill, Southbury, CT 06488.

**Samples of  
SIG Coordinator  
Correspondence**

**(The following are excellent examples of the year-long correspondence of Becky Johnen when she served as SIG Coordinator. Note content of correspondence relative to the annual conference, not the month produced.)**

September 28, 1989

TO: SIG Leaders

FR: Becky Johnen

RE: Update

Well, the torch has passed. Tom Gier has moved on to head CRLA's National Tutor Certification Program, and I have returned to work in the role of SIG Coordinator.

I am very excited about getting actively involved with the SIGs once again. Because it's been awhile, I will need your assistance in updating me where you are at with your group.

Tom's August note to you asked that you complete a conference checklist and submit to Dee Tadlock by October 1. If you've not done that, please do so. I would very much appreciate a copy of what you send to Dee.

I hope you took the opportunity to also submit something to the Newsletter for the Winter issue. CRLA's Newsletter is a wonderful marketing tool for you.

Please try to send at least one bit of correspondence this term/semester to your SIG members. Keep them updated on what's going on. Remember to consider me as one of your members and to send your correspondence to me too.

I will be writing to you monthly, and checking in personally if I need specific information. Please do not hesitate to contact me if you have questions or need assistance of any kind. I can be reached at:

work - Chemeketa Community College  
P.O. Box 14007  
Salem, OR 97309  
503-399-2556  
FAX (503) 399-5038

home - 7320 O'Neil Rd. NE  
Salem, OR 97303  
503-390-4866 (evenings and weekends)

I wish everyone well and look forward to hearing from you soon.

1-8-90

TO: SIG Leaders  
FR: Becky Johnen  
RE: Thoughts to ponder

Happy 1990!!! I hope that everyone had a most pleasant holiday and that you are relaxed and ready to face the challenges 1990 holds. For all that you did in 1989 for your SIG and for CRLA I would like thank you. Your energies and efforts really made a difference.

If you have been as busy as I have, I know that finding time to meet deadlines for Newsletter articles and maintaining correspondence with your group can be at a premium. I hope that if you haven't done so recently, that you do keep in touch with your membership. January 5 was the deadline for the Spring issue of the Newsletter. Summer Newsletter deadline is May 1, so if you missed Spring's you have plenty of time to get something in for the Summer issue.

I am very pleased by the number of you having a meal function at the conference. I will try to drop by each function just to get a feel for how things are going.

Speaking of the conference, April will be here before we know it. I plan to schedule a Leader's meeting. Two discussion items at that time will include Association policy on the support of SIG's and the addition of SIG information to the membership application. We'll also spend some time assessing the past year and ways we can enhance SIG's within the Association. Details are forthcoming. Any thoughts that you have prior to the conference would be appreciated.

Updates: The College Reading SIG is now inactive. However, we do have a brand new group, the Kellogg SIG. All Kellogg alumni are invited to join this new network. Either Carmelita Williams or Sharon Hammond is heading this group.

A to do for you. Between now and February 15, please let me know if your SIG plans to remain active in the coming year. Also let me know if you plan to remain as the SIG leader after the conference. If you plan to step down, please let me know if you have ideas for a successor.

Well, that's about it for now. Remember to keep me and each Board member on your mailing list, and send a copy of your newsletter to each of us. Please let me know if there is any way that I can be of assistance to you.

1-9-90

Hello, again!

Just as page 1 came off the press, I spoke with Dee Tadlock regarding conference-related items, so I have more updates for you.

Our SIG Leader's Meeting will be held on Wednesday, April 4 from 12:00 - 1:30. We will probably meet in the lobby by the registration area then proceed to our final destination. I will confirm plans with you closer to April. If you will not be able to meet at this time, please contact me right away.

You have your choice of two time slots for SIG business meetings: 4:15 - 5:15 Wednesday or 5:15 - 6:15 Friday. Please contact Dee Tadlock directly for the best time for you. I strongly encourage you to hold at least one business meeting, in addition to any meal function that you have planned so that the items we discuss at the Leader's meeting can be discussed with members at large.

You will all be receiving a letter from fellow SIG leader, Donna Manske, who is coordinating luncheon discussion sessions. She is in need of discussion leaders and will be contacting you to see if you or someone from your SIG might be willing to lead a luncheon session. (This is similar to Lunch With A Mentor, but with a new twist.) I feel that this is a wonderful activity for SIGs involvement. Keep me posted.

THE SPRING NEWSLETTER DEADLINE HAS BEEN EXTENDED TO JANUARY 15! SO, YOU STILL HAVE TIME TO GET SOMETHING TO WAYNE. THE NEWSLETTER WILL BE OUT RIGHT BEFORE THE CONFERENCE. THIS IS A TERRIFIC WAY TO ADVERTISE YOUR SIG CONFERENCE ACTIVITIES. IF YOU DON'T HAVE TIME TO WRITE SOMETHING TO WAYNE, CALL HIM AT 801-378-7043 WITH YOUR INFORMATION.

Last, but not least, some of you have membership resource forms enclosed. Becky Patterson has provided me with those from individuals who have expressed an interest in your SIG. If the individual is not already a part of your SIG, please send appropriate information to him/her.

Really, that is it for now. Take care all. More in early February.

3-12-90

TO: SIG Leaders

FR: Becky Johnen

RE: SIGs and the conference

The Irvine conference will soon be upon us. This conference creates the opportunity to renew ties with your membership, to reach other CRLA members and to revise goals. The interest and hard work which you have shown is appreciated by your members, the CRLA Board, and especially me!

I would like to use this note to clarify your role at the conference, give you the agenda of our SIG leader meeting, and add some other pertinent information.

The SIG Leaders meeting is scheduled for Wednesday, April 4, 12-1:30. This will be a luncheon meeting, hosted by the Association. Check your program for exact location. The agenda for this meeting includes:

- \* association policy on support of SIGs
- \* addition of SIGs on the membership application
- \* use of membership resources forms
- \* SIG Leader update
- \* SIG information sheet
- \* enhancing the SIGs
- \* other....

Other items of interest:

- \* SIG Breakfasts, Thursday, April 5, 7-8:15  
Peer Tutoring  
LAC Management  
Learning Disabled
- \* SIG Luncheons, Thursday, April 5, 11:45-1:15  
Critical Thinking and Problem Solving  
Cognitive Psychology  
Computer

- \* SIG General Group Meetings (optional business meeting times)  
Wednesday, April 4, 4:15  
Friday, April 6, 5:15
- \* Remember the Newcomers' reception on Wednesday, April 4 from 7:30 to 9:00. It would be nice if you could stop by and present a brief overview of your SIG.
- \* We will have an information table near the registration area where each SIG can display material and information concerning SIG presentations, meetings, etc. I will have sign-up sheets available for individuals interested in joining SIGs.

I really look forward to seeing you in Irvine. Between now and then, if there is anything I can do for you, please do not hesitate to contact me.

May 16, 1990

TO: SIG Leaders  
FR: Becky Johnen  
RE: Post conference update

This note is a long time in coming to you and for that I apologize. The pace at my work site has been frantic - we are all so very busy. I'm sure your situations are not much different.

Wasn't Irvine something?!? It was my great pleasure to get to spend time with most of you during the conference. I am looking forward to a rewarding year working with you and your SIGs. Remember I am here for you, so if there is anything that I can do, do not hesitate to contact me.

This is a busy time of year for you as SIG leaders as there are a few housekeeping items that I need you to do. You need to be thinking about the completion of the SIG Guidelines form for 1990-91. I have enclosed the form and would really appreciate it if you could work on it and get to me by June 15.

If you are considering requesting funds from CRLA for special projects in 1990-91 please complete a CRLA funding request form. A copy is in the Leader Packet that you received at the conference. This form is to be sent directly to the President (Dee Tadlock) by June 30. I would really appreciate it if you could get a copy to me.

If you missed the May 1 deadline for a Newsletter article think about drafting something for the fall issue. Deadline for that is July 31. I did submit a general article on the SIGs for the summer newsletter and asked that all SIGs be listed so there will be some "publicity" on your group.

I have appreciated the correspondence to date from some of you. Please be sure to add me to your mailing list and send a copy of any correspondence to me. Consider me a member of your group. You should also send copies of your newsletters and correspondence to all Board members and to Karen Smith, Archivist. Likewise, you might want to consider adding each of the other SIG leaders to your mailing list (see list in your Leader Packet; an updated one will be sent with the next

mailing that I do). I know that this can be a bit cumbersome but you will be surprised how rewarding and enjoyable it is to see what your fellow SIG leaders are doing.

Karen Smith requests that you send copies of past newsletters (if you have any) to her for the archives.

If you've not already done so I would encourage you to write a letter to your members summarizing the conference. Send them a call for papers for the San Antonio conference, a copy of your guidelines and a membership list. Remind them of the \$5.00 membership fee, and ask suggestions for the 1991 conference. I have enclosed the sign-up sheets from the conference for your respective groups. More members for you!

I am still in need of most people's updated resource sheet. This was the ivory sheet in the Leader's Packet. Please refer to the information on your SIG, update and get a copy to me as soon as possible. I would really appreciate your assistance with this project.

Enough housekeeping items. Let me update you on my meeting with the Board and activities since then. As luck would have it the Board's agenda was quite full Saturday afternoon and I was unable to have the time needed to fully discuss our key issues of association policy on support of SIGs and the addition of SIGs on the membership application.

An idea generated by the Board was the concept of provisional status of SIGs for the first two years of their operation with strong support from the Association during this time. I will be asking for more details on this idea and will certainly be in touch with you on this and its implications.

I have been asked to do a little more research on the topic of association policy on support of SIGs and to make a recommendation for consideration at the summer Board meeting. I will keep you posted on my efforts...I may even have a brief survey for you to complete that would assist me in my efforts.

Part of my research will be talking to SIG coordinators of other professional organizations. I will be starting with Lou Tripodi of NADE.

Speaking of NADE, I have had a few conversations with Bonnie Orr, President of NADE regarding the possibilities of our SIGs (they call them SPIN groups) exchanging membership lists. You may receive some correspondence from Lou regarding this. I will keep you posted.

Well, enough for now. Keep up the fantastic work. If I can be of any assistance to you don't hesitate to write or call. Until next time, take care. My best to you.

June 22, 1990

TO: SIG Leaders

FR: Becky Johnson

RE: Update and General Information

Hope all is well with everyone. I trust that most of you are able to re-energize and get some rest and relaxation at this time of year.

I want to thank those of you who have already returned their "1990-91 SIG Guidelines" to me. If you haven't sent me your guidelines please do so as soon as possible so that I can have them included in the CRLA Board's agenda packet for their summer session. Just fill out as much as possible and return the guidelines to me.

Remember the July 31st deadline for the submission of articles to the CRLA NEWSLETTER for the Fall issue.

A final "to do". If you are considering requesting funds from CRLA for special projects in 1990-91 remember the June 30th deadline. A request form is in your Leader Packet and it should be sent directly to Dee Tadlock with a copy to me.

Keep your notes and copies of membership mailings coming!! I really have enjoyed hearing from you. Your newsletters are dynamite!

A warm CRLA welcome is extended to the following new SIG leaders:

CAROL LYON who will be coordinating a Developmental Programs in Private Liberal Arts Universities and Colleges SIG

ANNA-MARIE SCHLENDER, our English as a Foreign/Second Language SIG

JEWELEANA WHITTAKER, the College Reading SIG

LINDA FERRARI, Workplace Literacy SIG

LONNA SMITH, Whole Language SIG

GLENN HIRSCH, Emotional/Motivational Aspects of Learning SIG

I am still recruiting for leaders for the Hispanic Interests, Learning Disabilities and Evaluation/Research SIGs. If you know of anyone who might be interested please get their name and address to me.

As soon as the contact list is updated, I will get a copy to you. I thought it would be ready for this mailing, but not so.

I have sent our Leader contact list to Lou Tripoldi the NADE SPIN Coordinator. To date he and I have not had an opportunity to discuss in detail how NADE supports its SPIN groups. As I prepare for the summer Board meeting, I will keep in touch with you on my findings and get guidance from you on recommendations. Let me know if any of you have received any requests or information from Lou.

I did receive a listing of NADE's SPIN groups. They are: Collaborative Learning; Peer/Faculty; Counseling; English; Learning Disabilities; Learning and Study Skills; Integration of Basic Skills in the Core Curriculum/General Education; Mathematics; Reading; and, Science Programs.

If you haven't already done so, you will soon receive a letter from Gladys Shaw, Scholarship and Awards Chair regarding her ideas on ways to improve the nomination and fundraising processes. I really like the direction of more involvement of SIGs. Please share with me any ideas that you or your membership might have regarding the second idea.

That's about it for this month. Keep up the super jobs! You truly are fine representatives of CRLA!!! If I can be of any assistance to you don't hesitate to call (503-399-2556 days; 503-390-4866 evenings or weekends) or write or FAX. My FAX number is 503-399-5214.

Take care. I do hope that you all will be able to re-energize during the summer months, getting much deserved rest and relaxation.

July 26, 1990

TO: SIG Leaders

FR: Becky Johnen

RE: July Jottings

A mid-summer hello to each of you. I hope that all is fine with everyone and that you are enjoying a pleasant summer.

I don't have any news yet for you on a decision by the Board regarding Association support of the SIGs. Board is scheduled to meet tomorrow through the 29th, so I should have info for you in the August memo. I did submit a recommendation which included: membership in SIGs being tied to one's application for membership in the Association; placing of SIGs on the membership form; retaining the \$5.00 SIG membership fee; Association providing a base amount of support to each SIG for Newsletter printing and mailing costs with leaders having the capability to apply for special project funds for other items if necessary; all SIG fees be collected and handled in the same manner as membership dues.

I asked the Board to think about a centralized distribution process for Newsletters and I anticipate some type of direction to be given to us soon.

Enclosed with this mailing is the revised contact list for SIG leaders. Keep me posted if any information changes. Also enclosed is the first run of the SIG resource list. I gleaned a lot of information from the guidelines you submitted. If something isn't reflected accurately please do let me know.

I am returning a signed copy of your 1990-91 guidelines for your files. I really appreciate the efforts that each of you went through to get this information to me.

To assist with promotional efforts for the SIGs this year I have had pencils made that highlight CRLA Special Interest Groups as keeping people on the cutting edge. One for your use is attached. These will be available for use at the conference. If you would like to send one to your SIG members or if you have an event you would like to take some to, just let me know how many to send your way.

That's it for this month. Take care.

October 22, 1990

TO: SIG Leaders

FR: Becky Johnen

RE: General Information

I have heard from several of you in the last month. I sure have appreciated the information, and would like to compliment each of you on the fine mailings that you have been sending to your members. Keep up the great job!

In my September note I mentioned that I had been working with Joyce on a form that would help plan SIG events at the conference. Thanks to a mis-delivered package, Joyce did not receive the draft of my form in time for her to critique, get it back to me, and then for me to get it to you. SO, for starters, most SIGS will have a meal-function meeting. A morning breakfast will be held for peer tutoring, learning assistance center management, mathematics, EFL/ESL; a luncheon meeting for critical thinking, cognitive psychology, computer technology, developmental education in private liberal arts colleges and universities, emotional/motivational aspects of learning. A meal-function meeting has also been scheduled for college reading and whole language I just don't know which time of day. In JANUARY I will send to you a listing of the types of things that should occur at a meal function.

Those of you wanting a business meeting in addition to the meal function or any other type of meeting scheduled should contact me by November 9.

Joyce is working on scheduling a SIG leaders luncheon which will be a recognition event for each of you as well as a time that we can discuss the issues facing us.

Speaking of issues, I have heard from the Board regarding the recommendations I made for SIGS this summer. The Board will not formally act on any of the recommendations until San Antonio so we will operate pretty much status quo until then. Since SIG funding was one recommendation hanging in the balance, if you should have a special request for funding, please complete the form that is enclosed with this mailing and send to me. I will "endorse" and get it to the Board right away. I am checking on the status of the funding requests sent to the Board this summer.

The recommendations the Board has responded favorably to and will be acting on in San Antonio are:

1. membership in SIGs be tied to one's application for membership in the Association
2. placement of the SIGs on the membership form(s)
3. a minimal fee be retained for SIGs and all fees be collected and handled in the same manner as membership dues
4. membership lists for each SIG will come to the Coordinator from Oxford Mailing Service with the Coordinator distributing to each Leader
5. the Association make a base amount available to each SIG leader for use with newsletter printing and mailing
6. if a SIG should go inactive before the end of a complete year, membership in another SIGs would be offered (vs. dealing with refunds)

If you have any thoughts or reactions to any of these, please let me know right away. If our luncheon is scheduled prior to my meeting with the Board in San Antonio we can discuss each further.

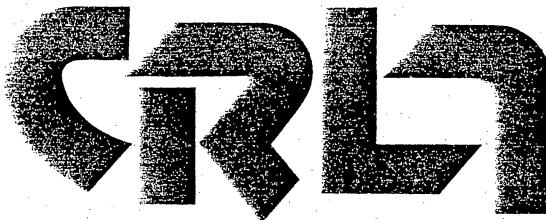
Action the Board did take at the summer Board meeting was the elimination of the Multicultural Affairs Committee and the recommendation to reestablish it as a SIG. There is a proposal to establish a new SIG titled MULTICULTURAL ISSUES which would combine the current Hispanic Interests and International Learning SIGS as well as the Multicultural Affairs Committee. Let me know your thoughts on this.

I am still in need of leaders for the following SIGs: Evaluation/Research, Learning Disabilities and Workplace Literacy. If you know of anyone who might be an effective SIG leader, please get name and phone number to me.

Enclosed with this mailing are membership resources forms from those members who have expressed an interest in your SIG. I strongly encourage you to contact each person soon. This is one way to enhance your membership.

That's about it for this month. Take care and keep in touch. Have a bewitching Halloween!

**Samples of**  
**SIG Coordinator**  
**Correspondence**



College  
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Learning  
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

MOORPARK COLLEGE, 7075 CAMPUS RD., MOORPARK, CA. 93021

Dear SIG Leaders.

I hope everything is going well for you. I want to welcome Janet Maker, the new SIG leader for Distance Learning. Please feel free to contact Janet if some of you veteran leaders would like to pass on your "pearls of wisdom."

I am Patti Dozen, former Multicultural SIG leader and now SIG CO-Coordinator. I would like to follow up on SIG activities for the upcoming annual conference in Sacramento October 21-25. President-elect Kathy Carpenter has promised an exciting conference with lots of activities and some great speakers. Just to give you an idea of the speakers, Vincent Tinto, who is known for his work on retention and emmy-winner Harold Schneider, will give keynote speeches. Walter Pauk will also be there to receive a special life-time achievement award.

This year, there are different types of choices for SIG activities. These activities reflect suggestions given by SIG leaders last year. All activities are scheduled on either Thursday, October 23, or Friday, October 24.

These are your choices:

1. Thursday, October 23, SIG Breakfast 7 AM - About \$10
2. Thursday, October 23, SIG Meeting 7:30 AM - If members wish, coffee and roll can be purchased at the hotel lobby stand. This is optional.
3. Thursday, October 23 SIG Dinner 6 PM - Dinner at a nearby restaurant of your choice. Please make your own reservations. **Please note: SIG leaders are encouraged to attend the Newcomers' Reception at 4:30 PM.**
4. Friday, October 24 SIG Breakfast 7 AM - About \$10
5. Friday, October 24 SIG Meeting 7:30 AM - If members wish, coffee and roll can be purchased at the hotel lobby stand. This is optional.

All other days and times are already reserved for other activities, especially the lunch hour. If you are not able to attend, please consider arranging an activity with a colleague or SIG member who is planning to attend the conference. This is a good opportunity to attract members to your group. Please forward the attached form back to me by mail, fax, or E-mail by Friday, April 18.

### **Leadership Workshop**

Also, you are invited to attend Leadership Workshop which is tentatively scheduled on Wednesday, October 22, from 9 AM to 1 PM. This time includes lunch. I will confirm the date via E-mail. It is a time all of us to gather together and meet with the board members and share ideas and experiences.

### **SIG Activities**

I'm very interested in learning about the kinds of activities you are conducting with your SIG groups. Please include me on your mailing lists to your members. If there is anything that I can do to be of assistance to you, please let me know.

Sincerely,

Patti Dozen

### **SIG COORDINATORS:**

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FAX: (913) 469-4409  
E-mail: pjonason@jcccnet.johnco.cc.ks.us

### **PRESIDENT-ELECT**

Kathy Carpenter  
Learning Center-Lower Level Stout Hall  
University of Nebraska at Kearney  
Kearney, NE 68849  
W: (308) 865-8214  
FAX: (308) 865-8157  
E-mail: CARPENTERK@platte.unk.edu

## CRLA SIG CONFERENCE ACTIVITY

Name \_\_\_\_\_ E-mail addresss: \_\_\_\_\_

SIG Name \_\_\_\_\_

Phone \_\_\_\_\_

Please check one of the following:

- 1. Thursday, October 23, SIG Breakfast 7 AM - About \$10
- 2. Thursday, October 23, SIG Meeting 7:30 AM - If members wish, coffee and roll can be purchased at the hotel lobby stand. This is optional.
- 3. Thursday, October 23 SIG Dinner 6 PM - Dinner at a nearby restaurant of your choice. Please make your own reservations.
- 4. Friday, October 24 SIG Breakfast 7 AM - About \$10
- 5. Friday, October 24 SIG Meeting 7:30 AM - If members wish, coffee and roll can be purchased at the hotel lobby stand. This is optional.

If you have scheduled another type of activity other than those listed above, please describe it and list day and time it is scheduled.

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If there are any topics you would like to have addressed at the **Leadership Workshop**, please list them below:

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Please forward to Patti Dozen by snail mail, fax, or E-mail by **Friday, April 18**:

Moorpark College, 7075 Campus Rd., Moorpark, Ca. 93021  
Fax (805) 378-1499  
E-mail: [pdozen@sunny.vcccd.ca.us](mailto:pdozen@sunny.vcccd.ca.us)

## **Pat Jonason**

---

**From:** Patty Dozen[SMTP:pdozen@sunny.vcccd.cc.ca.us]  
**Sent:** Wednesday, June 04, 1997 9:55 AM  
**To:** sig; baril@quinnipiac.edu; carol.thurm.wills.@internetMCI.com; cgibbs@rmc.edu; clark@dt.uh.edu; clinton@wiley.csusb.edu; crag.stern@nau.edu; craig.stern@nau.edu; CRB@a1.ucc.nau.edu; edelnant@wartburg.edu; janets@sfcc.spokane.cc.wa.us; lhaid@osf1.gmu.edu; lucy@aol.com; lucy@chemek.u.or.us; norton@griphon.mwsc.edu; paphcom@cccadm.gi.cccneb.edu; pjonason@jcccn.johnco.cc.ks.us; zdouglas@systema.westark.edu  
**Cc:** vstephen@crab.rutgers.edu  
**Subject:** SIG conference activities (fwd)

Dear SIG Leaders,

No doubt you are completing your end of semester activities or if you're like me, working during the first summer session.

The following is a list of all SIG leader requests for conference activities. Please check and confirm your request by email or any other way. If there are any further requests or changes, please contact Kathy Carpenter directly.

Other bits of information:

1. The Leadership Luncheon for Wednesday, Oct. 22 from 9 to 1 pm. For those interested in attending later institutes, 20 are scheduled on that day from 1-4 pm and 6:30-9:30 pm as well as the morning.
2. Valerie Smith Stephens, the Awards and Scholarships Chair, informed me that she received only a few applications. That means more opportunities to receive one! Please convey that to your group members upon your next communication. The categories are as follows:
  - a. \$500 Scholarship - CRLA membership and demonstration of degree-program and a minimum of 9 credits per calendar year required.
  - b. \$500 Research - Post-secondary reading, learning assistance, developmental education, or tutorial services are research areas. They may be quantitative or qualitative in nature.
  - c. \$100 Distinguished Research - Honorarium and plaque recognizing a significant research article published within 2 years of the deadline for nominations.

For information and applications, contact Valerie at (609) 225-6442 or email vstephen@crab.rutgers.edu. Address: Learning Resource Center, Rutgers University-Camden, 231 Armitage Hall, 311 N. 5th Street, Camden, NJ 08102. THE DEADLINE FOR APPLICATIONS AND NOMINATIONS IS AUGUST 15

### **3. 30th Anniversary SIG Fee Conference Bonus**

Thanks to Kathy Carpenter, she has arranged for those people who pay for their membership dues at the time they pay full conference fees and apply for membership in a SIG, will receive the first one free of charge. If they only want to be a

member of one SIG, it is free. If they want to be a member of more than one SIG, the rest are \$5 each. This only applies to those paying full conference fees. What a bargain!

#### 4. Conference Information

- a. Keynote speaker - Vincent Tinto, researcher and author on student retention and the impact of learning communities on student growth and attainment in higher education.
- b. Luncheon speaker - Harold Schneider, emmy award winner for comedic writing and director of the creative writing program at American River College.
- c. Featured Institute Presenter - Rober Sherfield - author, teacher, and authority on study strategies and first-year programs.
- d. Honored participant - Walter Pauk, author of How to Study in College, 6 editions and leading authority on developmental education for 40 years.

Name	Thurs 10-23	Fri 10-24	Time	Cost
1. Courtney Gibbs Counseling and Helping Relations	Meeting		7:30am	Optional
2. Helen Baril Peer Tutoring		Breakfast	7 am	\$10
3. Charlotte Babcock Emotional/Motivational Aspects of Learning		Breakfast	7 am	\$10
4. Anna-Maria Schlender English as a Foreign/ Second Language		Meeting	7:30am	Optional
5. Jan Norton Learning Assistance Center Management		Meeting	7:30am	Optional
6. Kate O'Dell Teaching Excellence	Dinner		6:30pm	unknown
7. Vicki Papineau Workforce Literacy		Meeting	7:30am	Optional
8. Jan Swinton Cognitive Psychology		Meeting	7:30am	Optional
9. Carol Wills College Reading		Meeting	7:30am	Optional
10. Zanetta Douglas Learning Disabilities		Breakfast	7 am	\$10

Johnson County Community College, EMC227, 12345 College Blvd., Overland Park, KS 66210

Dear SIG Leader,

Thank you for making the commitment to serve as a Special Interest Group (SIG) leader. Your willingness to share of yourself and to devote your time to this organization contribute to making CRLA the viable organization that it is.

The SIG's were developed to provide CRLA members with a means of networking throughout the year. The SIG's are timely, each reflecting the current issues and interests of the CRLA members. Some SIG's may be in existence for several years; others may fulfill their purpose in one or two years. The SIG's are flexible, open, and committed to the professionalism of the organization.

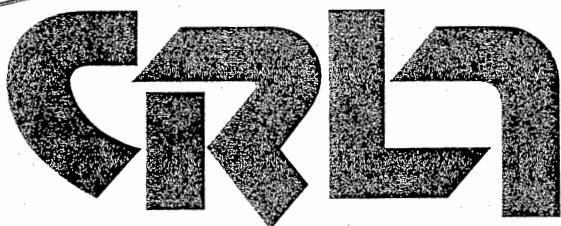
As SIG leader you play a vital role in the Association. This handbook has been put together to assist you in your role. It contains information which both new and not-so-new leaders can use. As a general guideline, the yellow pages at the end of this handbook are for you to complete and return to me. Other sections are informational. Samples of newsletters/communications are included.

As SIG coordinator, I am here to be of whatever assistance I can. I also serve as to link the SIG's with the Board and with the President-elect, who has program responsibilities for the next national conference. Please call on me!

I hope that you have an enjoyable, exciting, and rewarding year. The very best to you in your endeavors with your SIG and with CRLA.

Sincerely,

Pat Jonason, SIG Coordinator  
(913) 469-8500 Ext. 3351  
FAX (913) 469-4409  
E-mail: [pjonason@johnco.cc.ks.us](mailto:pjonason@johnco.cc.ks.us)



College  
Reading &  
Learning  
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Johnson County Community College, 12345 College Boulevard, Overland Park, KS 66210

(913) 469-8500 Ext. 3351(w) (913)469-4409 (FAX) (913) 631-0311 (h) [pjonason@johnco.cc.ks.us](mailto:pjonason@johnco.cc.ks.us)

TO: SIG Leaders  
FROM: Pat Jonason, SIG Coordinator  
DATE: September 9, 1995  
SUBJECT: Mailing lists, labels, CRLA stamp, etc.

Welcome to another school year. Everyone I have visited with this fall seems to be in agreement on workload issues---we are doing more with fewer resources. The year promises to be busy and interesting (my favorite safe word that carries little meaning!) With that said, let me present the contents of this communication as efficiently as possible.

**Corrections &  
Updates**

I have included a copy of pages R7-R9 from the CRLA Newsletter (Vol. XIX, Issue 1). Please check these for accuracy and completeness. In addition to information included in the reference guide, I would like to have the following for each SIG leader if it is available:

Work Phone (206) 546-5825 Home Phone (206) 367-1952  
FAX (206) 546-5865 E mail MROG-ENR@CTC.EDU

Please mail, FAX or E mail this information to me within a week so that any changes can be made in the next newsletter with is due to go to the printer shortly. For those of you who will be mailing this to me, I have enclosed a self-addressed return envelope.

**Labels and  
Membership  
Lists**

I have also enclosed the most recent set of mailing labels that I received from Rosalind Lee. In addition, I am sending you any old lists that I have. You may want to let former SIG members know that their memberships have lapsed and encourage them to become active.

When you need additional lists or labels, these should be ordered from Rosalind Lee, the interim membership chair and current secretary of CRLA.

Rosalind Lee  
Kwantlen University College  
8771 Lansdowne Road  
Richmond, BC  
Canada V6X 3V8  
(604) 599-2706 (w) 9521      (604) 599-2716 FAX  
(604) 224-1413 (h)      [rosalind@kwantlen.bc.ca](mailto:rosalind@kwantlen.bc.ca)

## Unknown

**From:** Patty Dozen[SMTP:pdozen@sunny.vcccd.cc.ca.us]  
**Sent:** Thursday, October 16, 1997 7:56 AM  
**To:** paphcom@cccadm.gi.cccneb.edu; pjonason@johnco.cc.ks.us; zdouglas@systema.westark.edu  
**Subject:** SIG activity subs

Dear Vickie and Zanetta,

I'm so sorry that you both will not be able to come to the conference. I know that you are still looking for a substitute. I took the liberty of contacting Nancy Tooker, CRLA conference registrar who gave me the following information of those who registered for Zanetta's SIG breakfast "J". Vickie, Nancy has a suggestion for a contact person at the end of this note.

Zanetta, if you would like to contact one of these following names, maybe one of them will agree to be your sub.

1---Thurs "J" the following folks are attending:  
Blankenburg, Juele - juele@oakton.edu (608) 635-1657  
Brockmeyer,Bridget - (208) 769-3205  
Byrd,Elaine - byrd3l@uvsc.edu (801) 222-8275  
Cochran,Geri -gkcochran@aol.com (813) 253-3333  
Dakken,Dave - (701) 786-4738  
Dreiblatt,Lorraine - ldreiblatt@aol.com (425) 643-2636  
Giammona,Lucy - lgiammona@mail.scu.edu (408) 554-4762  
Guthrie,Phyllis - guthrie@tarleton.edu (254) 968-9477  
Manovill,Susanne - manovill@upei.ca (902) 566-0425  
Oma,Susan - (307) 754-6157  
Porter,Marcy - porterm@mncc.cc.or.us (503) 667-7132  
Rude,Rose - rose.a.rude@uwr.edu  
Schimmoeller,Margaret - pschimmoeller@rmwc.edu (804) 9478132  
Silva,Mary - Marysilva@ccc-infomet.edu (209) 575-6791  
Spethman,Phyllis - pspethma@wscgate.wsc.edu (402) 375-7500  
Stephens,Valerie - vstephen@crab.rutgers.edu ((609) 225-6442  
Wallet-Ortiz,Janet - (505) 538-6347

Vickie, this is the person Nancy Tooker has suggested. Perhaps you can contact her.

2---For the other SIG, I'd try Carol Pottorff from American River College in Sacramento, she's very involved in Workplace Literacy Training programs - pottorc@mail.arc.losrios.cc.ca.us or (916)484-8130

Please let me know if you find a substitue. I will still be in my office on Mon. 10/20. I will leave for Sacramento on Tues.

Sincerely,

Patti Dozen

## Unknown

**From:** Vicki Papineau[SMTP:paphcom@cccadm.gi.cccneb.edu]  
**Sent:** Friday, October 17, 1997 4:14 AM  
**To:** pottorc@wserver.arc.losrios.cc.ca.us  
**Cc:** pdozen@sunny.vcccd.cc.ca.us; pjonason@johnco.cc.ks.us  
**Subject:** Re: Conference information (fwd)

Dear Carol,

Your name was suggested by Nancy Tooker, CRLA conference registrar, as a possible substitute to head up the Workplace Literacy SIG informal breakfast at the Sacramento conference next week. I do not recall if you are a member of this SIG -- my apologies, but my membership list is at home and I am writing you from school -- so I am snail-mailing you a copy of my most recent newsletter. I would GREATLY APPRECIATE if you could fill in for me. As you can see from the correspondence below (Patty Dozen is SIG coordinator) I had scheduled an informal -- no cost, bring your own juice, bagel, etc. from the lobby deli -- breakfast meeting for Thursday morning from 7:30-8:30 a.m. I believe a room(s) is being reserved for these SIG meetings. I apologize for this late correspondence, but as you can see from the newsletter I'm sending you, I put out the word regarding my possible absence and to date did not have any volunteers. I will be at my school e-mail address or phone until noon today if you want to contact me.

10

/// Vicki Papineau work (402) 461-2478 ///  
/// Reading Instructor fax (402) 461-2454 ///  
/// Central Community College toll-free in NE 1-800-742-7872 ///  
/// Box 1024 paphcom@cccadm.gi.cccneb.edu ///  
/// Hastings, NE 68902-1024 ///

**My home phone is: (308) 384-5245**  
**address: 918 S. Claussen Ave**

Grand Island, NE 68801  
(I will be out-of-town from Sat morning until Sun evening this weekend.)  
PLEASE CONSIDER THIS OPPORTUNITY!!!!!!

----- Forwarded message -----

Date: Fri, 10 Oct 1997 08:35:33 -0500 (CDT)  
From: Vicki Papineau <paphcom@cccadm.gi.cccneb.edu>  
To: Patty Dozen <pd dozen@sunny.vcccd.cc.ca.us>  
Subject: Re: Conference information

I am unable to attend the Sacramento conference:-

I had scheduled an informal breakfast meeting for the Workplace Literacy SIG on Thurs. from 7:30-8:30. I informed members of this meeting and the possibility that I would not be able to attend in my August newsletter.

I also asked for a volunteer to head up the meeting in my absence, but to date no one has come forth.

As far as SIG activities I currently put out a newsletter twice a year -- August and December -- to inform members of upcoming CRLA events and sources for workplace literacy info.

As listed in the SIG Handbook, the Workplace Literacy SIG is to provide a discussion and resource forum that will encourage the sharing of ideas and the exchange of information regarding workforce literacy.

\*\*I would appreciate any handouts, newsletters, etc. from other SIGs and any ideas on what else I should or could be doing. Please send me some things if possible.\*\*

Enjoy the conference!

vp

|||||  
/// Vicki Papineau work (402) 461-2478 ///  
/// Reading Instructor fax (402) 461-2454 ///  
/// Central Community College toll-free in NE 1-800-742-7872 ///  
/// Box 1024 paphcom@cccadm.gi.cccneb.edu ///  
/// Hastings, NE 68902-1024 ///  
|||

On Thu, 9 Oct 1997, Patty

Dozen wrote:

> Dear SIG Leaders,  
>  
> I'm sure you are all busy either with work and/or preparations for the  
> conference. The following are items I would like to review with you  
> before the conference:  
>  
> 1. I am planning to compile a SIG handout with all SIG Leaders, a  
> description of each SIG, SIG Leader contact information, and SIG  
> activities. This would be used as a handout at the conference for members  
> to take at the SIG table. The SIG table will be located near the  
> conference registration table. If you would like to leave additional  
> information such as letters to members or flyers of coming activities or  
> newsletters, please feel free to bring them to the conference and put  
> them on the table.  
>  
> The handout will also be passed out to the CRLA board during the  
> conference at their board meeting. I have been asked to give a report  
> about the SIGs at that time. Therefore, it is important that I receive  
> information from you.  
>  
> Please send to me a description of your SIG, your current activities  
> (at the conference, meetings, newsletters, projects, etc.), and any other  
> concerns you would like me to convey to the board.  
>  
> Please send me an email or other modes of communication by next  
> Wednesday, October 15.  
> My fax number is (805) 378-1499  
> My address is Patti Dozen  
> 7075 Campus Rd.  
> Moorpark, Ca. 93021  
>  
> 2. Valerie Smith-Stevens has contacted me about donating prizes for the  
> scholarship raffle activity from SIG Leaders and members. This is a great  
> way to advertise your SIG or to promote your college or some specialty item  
> from your state or city.  
>

> 3. Please note the Leadership workshop and luncheon on Wednesday,  
> October 22 from 9am to 1:15pm.  
>  
> If any of you are looking for someone to share a room (sorry Craig,  
> females only), I have one at the Red Lion which is across the street from the  
> Double Tree Hotel  
>  
> I am looking forward to seeing all of you at the conference, hopefully at  
> the workshop and if I have time, to visit you at your SIG activities.  
> Thank you all for your hard work.  
>  
> Sincerely,  
>  
> Patti Dozen  
>

**Unknown**

---

**From:** Patty Dozen[SMTP:pdozen@sunny.vcccd.cc.ca.us]  
**Sent:** Thursday, October 16, 1997 3:53 AM  
**To:** Vicki Edelnant  
**Cc:** Pat Jonason  
**Subject:** Re: SIG report and Leadership workshop

Dear Vicki,

Thank you for responding and for finding someone to oversee your SIG meeting. Just arranging for a SIG conference activity is quite a task! I think you have done more than you think for your SIG. I thank you very much for your willingness to serve as SIG leader. I will report your resignation in our SIG report to the board.

Thank you very much,

Patti Dozen

TO: PAT JONASON, FAX (913) 469-4409, Phone Number (913) 469-8500, ext 3351  
FROM: JUDITH OLSON-FALLON  
DATE: JUNE 19, 1995

SUBJECT: CRLA SPECIAL INTEREST GROUP REPORT FORM, 1994-1995

I am sorry that I am a few days late with this form. I am still working full-time and am under a deadline for a chapter on reading critically. I will be in town until June 22 if you have any questions about what I have sent you. I will then be on vacation until July 5.

SIG Name: Critical Thinking  
1994-95 SIG Leader: Judith Olson-Fallon  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, Ohio 44106-7062  
Work Phone: (216) 368-8825  
FAX (216) 368-8826  
E-mail jko2@po.cwru.edu

SIG Purpose:

To stimulate, encourage, and enhance the processes of critical awareness; to promote professional recognition of the importance of critical awareness in both social and educational settings; and to contribute to the development and exchange of strategies and curriculum design to incorporate critical awareness into the educational process.

Goals for 1995-96

To encourage SIG members to contribute to the newsletter and to submit proposals on critical awareness for the April 1996 CRLA Canadian Symposium and the October 1996 Albuquerque conference.

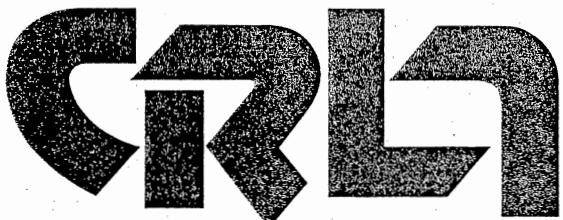
Proposed Activities for 1995-96

I will see that two newsletters, one in late fall and one in late spring are published and mailed to SIG members.

I do not have a current membership list. I

SIG Leader:  
Date:

SIG Coordinator:  
Date:



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October 9, 1995

Dear SIG Leader:

Since the last issuance of labels in July, we've had new members joining and others renewing through to 1996. Here are labels for those who are in your Special Interest Group as of October 8, 1995, sorted by surname. As with the last batch, I have included those whose membership expired in 1994.

To ensure your mailing is current, please use this batch of labels. If you still have the ones from July please discard them. This is not environmentally conscious, but it will help keep people current.

We will be sending out a general renewal of membership soon, but in case you know of others who would like to join CRLA, I have enclosed a few membership brochures you can distribute.

Thanks for keeping the fires going!

Yours Truly,

A handwritten signature in cursive script that reads "Rosalind".

Rosalind Lee,  
Secretary, CRLA

bus: 604-599-2706 (voice mailbox 9521 or spell "l-e-e-r", for Lee, R.)  
fax: 604-599-2716  
email: [rosalind@kwantlen.bc.ca](mailto:rosalind@kwantlen.bc.ca)

cc: Board members  
Pat Jonason, SIG Coordinator

## **HOT OFF THE PRESS!!!**

Accompanying your labels is a membership listing with more information displayed in, hopefully, a more useful form.

A couple of notes:

Email addresses will be added as the 1996 renewals come in. Please bear in mind that it is not always possible to distinguish zeros from o's, two's from z's i's from l's, and so on, when many of these are handwritten.

Many members have their mail sent to their home. If they have also indicated a school affiliation, this will be entered in the **School/Business** field. As with email addresses, this data will be input as the 1996 memberships come in.

Last but not least - a reminder to renew *your* membership if you haven't already done so!

## LIBERAL ARTS COLLEGES AND UNIVERSITIES SIG MEMBERSHIP AS OF OCT 8, 1995

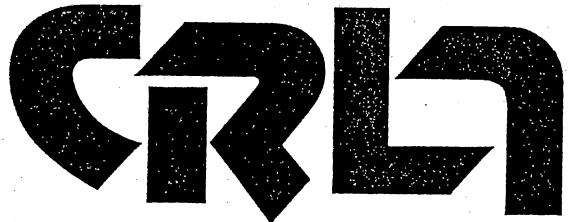
PAGE 1

	<u>LAST NAME</u> <u>BUS PH#</u>	<u>FIRST NAME</u>	<u>INSTITUTION</u> <u>SCHOOL/BUSINESS</u>	<u>ADDRESS</u>	<u>CITY</u>	<u>STATE</u>	<u>ZIP</u>	<u>COUNTRY</u>	<u>EXPIRY</u>
1	BETHKE 913-469-8500 EX3792	ROSLYN	JCCC-COMMUNICATION DIVISION	12345 COLLEGE BLVD	OVERLAND PARK	KS	66210		12/31/95
2	BOGER 617-283-2641	BARBARA C	WELLESLEY COLLEGE	106 CENTRAL ST	WELLESLEY	MA	02181		12/31/95
3	BURNETT 808-933-3550	ROSEMARY K	HAWAII COMMUNITY COLLEGE	PO BOX 1304	HILO	HI	96721		12/31/95
4	CAMPBELL 715-425-3195	DR WM E	UW - RIVER FALLS	104 NORTH HALL	RIVERFALLS	WI	54022		12/31/94
5	CHILDS 410-617-2845	KELLY	LOYOLA COLLEGE IN MARYLAND	4501 N CHARLES ST	BALTIMORE	MD	21210		12/31/95
6	ENGLE 913-682-5151 EX6426	SUSAN	SAINT MARY COLLEGE	4100 S FOURTH ST TRFWY	LEAVENWORTH	KS	66048		12/31/95
7	GRANDMAISON 218-725-7777	MARY		1520 BOULEVARD PLACE	DULUTH	MN	55811		12/31/95
8	HARRIS 310907-4840	GAIL	WHITTIER COLLEGE	13406 PHILADELPHIA ST	WHITTIER	CA	90608		12/31/95
9	HENDERSON 602-965-2502	SUE	ARIZONA STATE UNIV TEMPE	UNDERGRAD ACAD SERV BOX 87-3801	TEMPE	AZ	85287		12/31/95
10	JACKSON 415-485-3284	PENNY	DOMINICAN COLLEGE	50 ACACIA AVE	SAN RAFAEL	CA	94901		12/31/94
11	JONASON 913-469-8500 EX3351	PAT K	JCCC-COMMUNICATION DIVISION	12345 COLLEGE BLVD	OVERLAND PARK	KS	66210		12/31/95
12	KIRCHNER 403-529-3811	JANICE	MEDICINE HAT COLLEGE	299 COLLEGE DRIVE SE	MEDICINE HAT	AB	T1A 3Y6	CANADA	12/31/95
13	KUHNER 907-786-1720	ARLENE		2150 CAMPBELL PLACE	ANCHORAGE	AK	99507		12/31/94
14	LEE 604-599-2706	ROSALIND	KWANTLEN UNIVERSITY COLLEGE	8771 LANSDOWNERD	RICHMOND	BC	V6X 3V8	CANADA	12/31/95
15	MULCAHY-ERNT 203-576-4201	PATRICIA	UNIVERSITY OF BRIDGEPORT SCHOOL OF	220 WEST FLAT HILL ROAD	SOUTHBURY	CT	06488		12/31/95
16	NEWCOMB-MOON 907-786-1552	MICHELLE		PO BOX 10-1098	ANCHORAGE	AK	99510		12/31/95
17	ORLANDO 303-550-3057	VINCENT P	METRO STATE COLL OF DENVER - BOX 17	P.O. BOX 173362	DENVER	CO	80217-3362		12/31/95
18	PIWONKA 817-647-5108	DORIS	RANGER COLLEGE	COLLEGE CIRCLE	RANGER	TX	76470		12/31/95
19	SHAFFER 803-521-4129	LEE P		1 RETREAT PLANTATION	BEAUFORT	SC	29902		12/31/95
20	SHERER 401-865-2036	PAMELA D	PROVIDENCE COLLEGE		PROVIDENCE	RI	02918		12/31/95
21	SMITH 908-932-1443	DR KAREN G	RUTGERS UNIV-LRNG RES CTR-CAC	PO BOX 5062	NEW BRUNSWICK	NJ	08903		12/31/99
22	SMUKLER 718-405-3266	DR BARBARA Q	COLL OF MT ST VINCENT	6301 RIVERDALE AVE	RIVERDALE	NY	10471		12/31/95
23	THOMSON 714-643-7574	CARLA B		1063 EL PASEO	VISTA	CA	92084		12/31/95

## COUNSELLING AND HELPING RELATIONSHIPS SIG MEMBERSHIP AS OF OCT 8, 1995

PAGE 1

	<u>LAST NAME</u> <u>BUSPH#</u>	<u>FIRST NAME</u>	<u>INSTITUTION</u> <u>SCHOOL/BUSINESS</u>	<u>ADDRESS</u>	<u>CITY</u>	<u>STATE</u>	<u>ZIP</u>	<u>COUNTRY</u>	<u>EXPIRY</u>
1	BETHKE 913-469-8500 EX3792	ROSLYN	JCCC-COMMUNICATION DIVISION	12345 COLLEGE BLVD	OVERLAND PARK	KS	66210		12/31/95
2	COSSITT 403-471-8875	GERALD	NAIT	11782 106 ST	EDMONTON	AB	T5G 2R1	CANADA	12/31/96
3	DIXON 713-443-5506	JACK	NORTH HARRIS COLLEGE	2700 W W THORNE DR	HOUSTON	TX	77073		12/31/95
4	HELTON 615-320-3059	CAROL		6815 VALLEY DRIVE	BRENTWOOD	TN	37027		12/31/95
5	HIRSCH 612-624-2564	DRGLENN	UNIV OF MN, 109 EDDY HALL	192 PILLSBURY DR SE	MINNEAPOLIS	MN	55455		12/31/95
6	JACHOWICZ 913-561-4821X264	PATTI	KANSAS CITY ART INSTITUTE	4415 WARWICK BLVD	KANSAS CITY	MO	64111		12/31/94
7	JONASON 913-469-8500EX3351	PAT K	JCCC-COMMUNICATION DIVISION	12345 COLLEGE BLVD	OVERLAND PARK	KS	66210		12/31/95
8	KIRCHNER 403-529-3811	JANICE	MEDICINE HAT COLLEGE	299 COLLEGE DRIVE SE	MEDICINE HAT	AB	T1A 3Y6	CANADA	12/31/95
9	LEE 604-599-2706	ROSALIND	KWANTLEN UNIVERSITY COLLEGE	8771 LANSDOWNE RD	RICHMOND	BC	V6X 3V8	CANADA	12/31/95
10	MULCAHY-ERNT 203-576-4201	PATRICIA	UNIVERSITY OF BRIDGEPORT SCHOOL OF	220 WEST FLAT HILL ROAD	SOUTHBURY	CT	06488		12/31/95
11	ORLANDO 303-556-3057	VINCENT P	METRO STATE COLL OF DENVER - BOX 17	P.O. BOX 173362	DENVER	CO	80217-3362		12/31/95
12	SMITH 908-932-1443	DR KAREN G	RUTGERS UNIV-LRNG RES CTR-CAC	PO BOX 5062	NEW BRUNSWICK	NJ	08903		12/31/99
13	WOLTHOFF 908-852-1400	SANDRAM	CENTENARY COLLEGE	400 JEFFERSON ST	HACKETTSTOWN	NJ	07840		12/31/95



**College  
Reading &  
Learning  
Association**

READING • LEARNING ASSISTANCE

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• TUTORIAL SERVICES

September 29, 1995

Dear SIG Leader:

Enclosed you will find copies of the Call For Papers for the annual conference which will be held October 30-November 3, 1996, in Albuquerque, NM. Although it sounds like a long way off, it will be here before you know it. The deadline for submission of proposals is January 30, 1996.

I was hoping that you could distribute these to members of your SIG for possible individual presentations. You may wish that your SIG do a presentation of its own, and I would like to encourage you to submit a proposal of that kind. Please keep in mind, however, that all proposals will be reviewed by the Program Planning and Proposal Review Committee. Also please distribute these to any non-members who you think might be interested in presenting a paper.

There are a few changes in the conference format that you should keep in mind as you prepare for the conference. Never too soon to begin planning!! The Leadership Institute will be held Wednesday morning the 30th, and the pre-conference institutes will be held Wednesday afternoon. This is one day earlier than last year when the Leadership Institute was held on Thursday morning. CRLA will return to having a Luncheon; however, instead of Sunday morning, it will be held on Friday afternoon. A new addition to the conference will be an Open Time Block, Friday afternoon, in which nothing will be scheduled. This time period might be especially useful to your SIG. If your SIG needs time to get together you can use this time for that purpose. This time block will be in addition to the State and Regional meetings that will be held on Friday afternoon, and any SIG function held during the conference.

Thanks in advance for distributing the Call For Papers; if you have any special needs or concerns please contact me.

Vincent P. Orlando  
Campus Box 17  
Metropolitan State College of Denver  
P. O. Box 173362  
Denver CO 80217-3362

303-556-3057 (W)  
303-556-2159 (Fax)  
e-mail [orlandov@mscd.edu](mailto:orlandov@mscd.edu)

Sincerely,

A handwritten signature in black ink that reads "Vince Orlando".

Vince Orlando, CRLA President-Elect



## CALL FOR PAPERS

for the 29th Annual Conference of the  
College Reading & Learning Association  
October 30 - November 3, 1996  
Albuquerque, New Mexico



You are invited to submit a proposal for a presentation at the 1996 CRLA Conference, which will be held at the Hyatt Regency (Near Old Town) in Albuquerque, New Mexico, October 30 - November 3, 1996. The conference theme is "Catch the Dream: Student Success in the 90's." You are invited to submit a proposal for one of the following types of presentations:

- **Institutes** - These presentations are three hours long and provide in-depth discussion about a topic of current interest to the CRLA membership. Presenters are encouraged to promote audience interaction, to provide state-of-the-art demonstrations, and to provide well-developed instructional materials incorporating examples and relevant research. The conference institutes are presented as pre-conference activities.
- **Sessions** - These presentations are one hour long and feature descriptions and demonstrations of instructional strategies, research, programs, and other topics of current interest to the CRLA membership.
- **Roundtable Discussions** - These sessions are one hour long and feature small group discussion and interaction about an issue, question, research study, or focus area.

Examples of topics for the presentations include the following:

### Area I: Instructional Theory and Practice

Learning strategies	Study processes	Writing theory	Content area learning
Reading theory	Critical thinking	Writing strategies	Collaborative learning
Reading strategies	Instructional assessment	Developmental math	Learning styles
Cognitive psychology	Teacher as researcher	Neuropsychology	Motivation

### Area II: Program Administration, Management, and Supervision

Tutorial programs	LAC management	Staff development	Program evaluation
Writing centers	Grant writing	Data management	Public policy
Adjunct classes	Teaching excellence	Program development	Research publications

### Area III: Student Populations, Contexts, and Learning Environments

Minority students	Multicultural education	Learning disabilities	ESL learners
Transfer students	Native American Indians	Workplace literacy	Special needs students
Athletes	Intergenerational literacy	Adult literacy	Prison populations

### Area IV: Text, Technology, and Learning Materials

Distance learning	Text comprehensibility	Hypercard	Computer materials design
Multimedia	CAM	E-Mail	Materials evaluation

All proposals must be sent directly to Dr. Vincent Orlando, CRLA President-Elect, Department of Reading, Campus Box 17, Metropolitan State College of Denver, P.O. Box 173362, Denver, CO 80217-3362. All proposals must be received by January 30, 1996. Presenters will be notified by March 15, 1996, about the Program Planning Committee's decision. For additional program information, contact Dr. Vincent Orlando at (303) 556-3057.

**College Reading & Learning Association  
1996 Conference Presentation Proposal  
October 30 - November 3, Albuquerque, New Mexico**

**1. Type of Presentation:** (Please check)

- 3-hour Institute (Proposals are due January 15, 1996)  
 1-hour Session (Proposals are due January 30, 1996)  
 1-hour Roundtable Discussion (Proposals are due January 30, 1996)

**2. Title:** \_\_\_\_\_

**3. Program Description:** (Please limit your description to 50 words. If the presentation is selected, this description will be printed in the program.)  
\_\_\_\_\_  
\_\_\_\_\_

**4. Program Area and Topic:** (Check which area best describes your presentation and note the topic of your session; see the conference program information page for a listing of topics.)

- Area I: Instructional Theory & Practice \_\_\_\_\_  
 Area II: Program Administration, Management, & Supervision \_\_\_\_\_  
 Area III: Student Populations, Contexts, & Learning Environments \_\_\_\_\_  
 Area IV: Text, Technology, & Learning Materials \_\_\_\_\_  
Other: \_\_\_\_\_

**5. Equipment Requests,** such as Audio-visual and Computer Equipment: \_\_\_\_\_

**6. Summary:** Please attach a one-page single-spaced summary of your presentation, including the objectives, content, significance to the field, and relevance to the conference theme. You may attach up to two additional pages of presentation handouts, if you wish. If your presentation is selected, this summary will be included in a notebook containing all the summaries of the presentations and will be available during the conference.

**7. Proposal Checklist:**

- Five (5) copies of this proposal page, your summary, and accompanying handouts  
 Two (2) stamped self-addressed envelopes

**8. Presenter Information:** (Please attach additional names and addresses on a separate sheet.)

Name \_\_\_\_\_

Institution \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Mail will be sent to: (Check one.) Work address \_\_\_\_\_ Home address \_\_\_\_\_

Work Phone Number \_\_\_\_\_ FAX \_\_\_\_\_

Home Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

**9. Presenter Agreement:** If my proposal is accepted, I agree to present this session or find someone to present this session if I am unable to attend. All presenters are expected to register for the conference.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**10. Send your completed application to:** Dr. Vincent Orlando, Reading Department, Campus Box 17, Metropolitan State College of Denver, P.O. Box 173362, Denver, CO 80217-3362

# CATCH THE DREAM: STUDENT SUCCESS IN THE 90'S



29TH ANNUAL CONFERENCE  
OCTOBER 30 - NOVEMBER 3, 1996  
**FALL 1996**

HYATT REGENCY  
(NEAR OLD TOWN)  
ALBUQUERQUE, NEW MEXICO

## CALL FOR PAPERS

Deadline for Proposals: January 30, 1996

### FOR INFORMATION, CONTACT:

Vincent P. Orlando, CRLA President-Elect  
Department of Reading, Campus Box 17  
Metropolitan State College of Denver  
P.O. Box 173362  
Denver, CO 80217-3362  
(303) 556-3057  
FAX (303) 556-2159  
E-MAIL - [OrlandoV@MSCD.EDU](mailto:OrlandoV@MSCD.EDU)



## INVITATION TO CHAIR SESSIONS



**29th Annual Conference  
October 30 - November 3, 1996  
Albuquerque, New Mexico**

You are invited to chair a session during the 1996 CRLA Conference. As a chairperson, you have the opportunity to become actively involved as a participant in the program, to meet speakers and session attendees, and to have guaranteed seating during top quality presentations. No prior experience is necessary.

To chair a session, please complete the following information:

Name \_\_\_\_\_

Institution \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Mail will be sent to: (Check one.) Work Address \_\_\_\_\_ Home Address \_\_\_\_\_

Work Phone Number \_\_\_\_\_ FAX \_\_\_\_\_

Home Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

Preference for Chairing a Session: (Please check all that are possible.)

Thursday, October 31, 1996 (Institutes)

Friday, November 1, 1996 (Sessions)

Saturday, November 2, 1996 (Sessions)

If you would like a letter of recognition sent to your institution, please complete the following:

Name of person receiving the letter \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

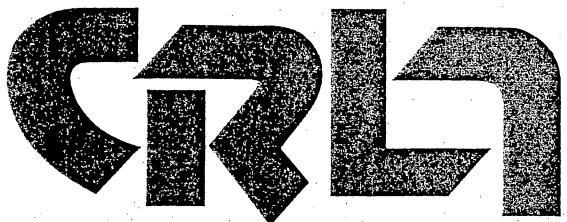
Street Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Please send your completed application to the following address by **February 19, 1996**:

Kathy Carpenter  
Learning Center  
University of Nebraska - Kearney  
Kearney, NE 68849

## **SIG Budget Information**



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August 15, 1997

TO: CRLA Officers

FROM: Sylvia Mioduski *SM*  
Treasurer

RE: 1997-98 Budget

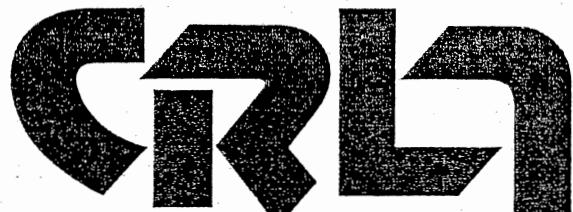
Greetings!

You will find the following in this envelope:

1. Your section of the CRLA 1997-98 Operating Budget is enclosed. This budget is in effect from July 1, 1997 - June 30, 1998.
2. Updated CRLA Reimbursement Forms. Please begin to use these now.

You will also receive a report of your expenditures for 1996-97 after we complete the IRS tax documents mid-September. If you have questions, please feel free to contact me via email ([mioduski@ccit.arizona.edu](mailto:mioduski@ccit.arizona.edu)), phone or mail.

Thanks for all that you do on behalf of CRLA and its members!



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### **CRLA Operating Budget 1997-98**

A	B	C	D	E
		Budget	Actuals	Variance
231				
232	<b>5540 SIG COORDINATOR</b>			
233	5541 SC Postage	125.00		
234	5542 SC Supplies	125.00		
235	5543 SC Telephone	25.00		
236	<b>H4 TOTAL SIG COORDINATOR</b>	<b>275.00</b>		
237				
238	<b>5550 SIG LEADERS</b>			
239	5551 SL Postage	600.00		
240	5552 SL Printing & Publishing	700.00		
241	5553 SL Supplies	100.00		
242	5554 SL Miscellaneous	100.00		
243	<b>H5 TOTAL SIG LEADERS</b>	<b>1,500.00</b>		



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# REIMBURSEMENT FORM

Federal ID # 95-3177158

Please Type or Print Information

FROM:
ADDRESS:

MAKE PAYMENT TO:
ADDRESS:

Total Amount Requested \$ \_\_\_\_\_

1. List below the amount for which reimbursement/payment is requested.  
**Original receipts/bills for reimbursement MUST be attached to this form.**
2. Proper authorization is mandatory before the Treasurer will issue a check.
3. All requests for reimbursement/payment must be made within 90 days after the expense is incurred and no later than May 31 of a given year for reimbursement within that fiscal year.

## AMOUNT & PURPOSE OF EXPENSES/SERVICES

Purpose of expenditure:

A. Travel/Mileage	B. Hotels/Food	C. Telephone	D. Postage
E. Printing/Duplicating	F. Fees/Wages/Honoraria	G. Supplies	H. Advertising/Promotion
I. Other (specify) _____			

✓ \_\_\_\_\_  
Signature: Individual Submitting

Office Held \_\_\_\_\_

Date \_\_\_\_\_

✓ \_\_\_\_\_  
Signature: Authorizing Officer

Office Held \_\_\_\_\_

Date \_\_\_\_\_

Check Number \_\_\_\_\_

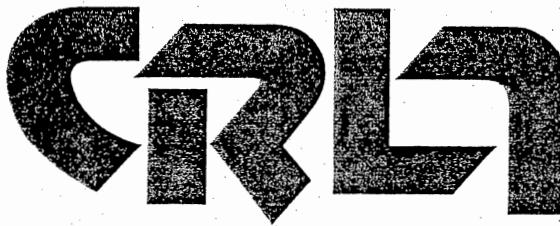
Date Issued \_\_\_\_\_

Account: Operating/Conference  
BudgetCategory(s)  
\_\_\_\_\_  
\_\_\_\_\_

**Leadership Workshop**

**(Facilitated by CRLA Past President**

**and SIG Coordinator)**



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To: Vincent Orlando, Pat Jonason, Patti Dozen

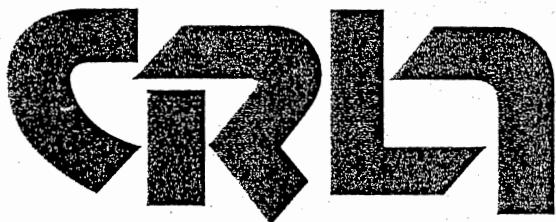
From: Pat Mulcahy-Ernt *PMR*

Date: August 13, 1997

Re: Leadership Workshop, CRLA Conference

Since the fall semester will begin in just a few weeks, I'm getting a jump start in our plans for the Leadership Workshop and Luncheon scheduled for Wednesday, October 22 from 9:00 am to 1 pm at the CRLA Annual Conference in Sacramento. Here is a suggested schedule for us:

<u>Time</u>	<u>Activity</u>	<u>Workshop Presenter(s)</u>
9:00 - 9:15 am	Welcome <i>(All State Directors and SIG Leaders meet together from 9:00 - 9:15 am.)</i>	Vincent Orlando, Pat Mulcahy-Ernt, Pat Jonason, Patti Dozen
9:15 - 9:30 am	SIG Introductions State Directors' Introductions <i>(State Directors &amp; SIG Leaders move to designated rooms at 9:15 am and remain with their groups until 11:15 am.)</i>	Pat Jonason, Patti Dozen Vince Orlando, Pat Mulcahy-Ernt
<i>(State Directors &amp; SIG Leaders reconvene as a large group at 11:15 am and remain together until the end of the luncheon.)</i>		
9:30 - 10:15 am	Communications Workshop for SIG Leaders	Pat Mulcahy-Ernt
9:30 - 10:15 am	Membership Recruitment & Conference Planning Workshop for State Directors	Vince Orlando
10:15 - 10:30 am	Break	
10:30 - 11:15 am	Communications Workshop for State Directors	Pat Mulcahy-Ernt
10:30 - 11:15 am	SIG Leaders Workshop	Pat Jonason, Patti Dozen
11:15 - 11:45 am	Budget Planning and Reimbursements	Sylvia Mioduski, Vince Orlando
<i>(State Directors and SIG Leaders reconvene as a large group at 11:15 am and remain together until the end of the luncheon.)</i>		
11:45 am - 12 noon	Break	
12 noon - 1:15 pm	Luncheon Introduction of CRLA Officers, Awards, Closing Remarks	Vince Orlando, Pat Mulcahy-Ernt, Pat Jonason, Patti Dozen Kathy Carpenter, Sylvia Mioduski, Mike O'Hear, Marilyn Broughton, Jim Bell, Roz Betlike, other invited guests



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To: State/Region Directors  
Chapter Presidents  
SIG Leaders  
Pat Jonason, SIG Coordinator  
Jo-Ann Mullen

From: Pat Mulcahy-Ernt, CRLA President

Date: August 16, 1996

Re: Conference Preparations

Enclosed is an invitation for you to attend the Leadership Workshop and Luncheon at the up-coming CRLA Annual Conference in Albuquerque, NM. Both the in-coming and out-going leaders are invited to attend.

The purpose of the Leadership Workshop is to provide an important orientation that is informational, fun, and integral to your work as a leader within our organization. It will also give you a chance to meet other leaders and share ideas in carrying out your work throughout the year.

Since it is important to have an accurate count of participants for the workshop and luncheon, please RSVP this invitation by September 27, 1996 and send it directly to Dr. Susan Deese-Roberts along with your conference registration. When she receives your reservation form, a free ticket for the luncheon will be included in your registration materials. (If you are unable to participate but would like someone to attend in your place, you may send that person to the workshop and luncheon in order to collect the materials that will be distributed during this function.)

So that you may be informed about up-to-date conference plans, I've asked Vince Orlando to send you additional conference information. Within a few weeks you should also receive your packet of registration materials in the Call to Conference. Vince has also developed a CRLA website about the conference; you are invited to visit the site at <http://www.mscd.edu/crla> for updated conference information. To communicate to the members in your state/region or SIG, please send a short reminder about conference registration to those on your membership lists by September 20, 1996. (If you do not have a current listing, you may request one from Rosalind Lee.)

I look forward to seeing you in just a few short months.

## **CRLA Leadership Workshop and Luncheon**

### **Wednesday, October 30, 1996**

9:00 - 9:30 am	<b>Welcome &amp; Opening Remarks</b> (Pat Mulcahy-Ernt, Jo-Ann Mullen, Pat Jonason, new SIG Coordinator) <b>Ice Breaker Activity</b> (Jo-Ann Mullen)
9:30 - 9:45 am	<b>Introduction of CRLA Board Members</b> (Pat Mulcahy-Ernt)
9:45 - 10:00 am	<b>Discussion of Budget Procedures</b> (Sandra Evans)
10:00 - 10:15 am	<b>Break</b>
After the break the State/Region Directors will move to the State Directors' room; the SIG Leaders will move to the SIG Leaders room.	
10:15 - 10:30 am State Directors	<b>The Job of the State/Region Director</b> (Jo-Ann Mullen)
10:15 - 10:30 am	<b>The Job of the SIG Leader</b> (Pat Jonason; new SIG Coordinator)
10:30 - 11:00 am State Directors	<b>Conference Planning</b> (Jo-Ann Mullen)
SIG Leaders	<b>Communications Workshop: Creating Newsletters and Communicating with SIG Members</b> (Pat Mulcahy-Ernt)
11:00 - 11:30 am State Directors	<b>Communications Workshop: Creating Newsletters and Communicating with CRLA Members in Your Region</b> (Pat Mulcahy-Ernt)
SIG Leaders	<b>SIG Activities</b> (Pat Jonason; new SIG Coordinator)
11:30 - 11:45 am	<b>Questions &amp; Answers</b>
11:45 - 12:00 noon	<b>Break</b>
12:00 - 1:15 pm	<b>Luncheon</b>

# **SIG Leaders Handbook**

**(Should be revised annually by SIG Coordinator)**

## **SIG Directory**

**(Should be revised annually by SIG Coordinator.  
Copies should be made available at Conference.)**

# SIG DIRECTORY



**1996-1997**

**SPECIAL INTEREST GROUPS**  
**COLLEGE READING AND LEARNING ASSOCIATION**  
**1996-1997**

Special interest groups (SIG's) were developed to provide CRLA members with a means of networking throughout the year, not just during the conference. Each group reflects the current issues and interests of CRLA membership and maintains the flexibility, openness, and commitment to professionalism of the organization. CRLA members are encouraged to visit with Board members or with the SIG coordinators (Pat Jonason and Patti Dozen) regarding the formation of new SIG's that might reflect current issues related to CRLA.

Membership in SIG is \$5.00, payable with CRLA membership fees. General information regarding each SIG is listed below. For more specific information, contact the leader of each SIG.

**Cognitive Psychology**

Jan Swinton  
Spokane Falls Community College  
3410 West Ft. Geo. Wright Dr., M.S. 3050  
Spokane, WA 99224  
W: (509) 533-3603  
FAX: (509) 533-3651  
E-mail: [janets@sfcc.spokane.cc.wa.us](mailto:janets@sfcc.spokane.cc.wa.us)

Purpose: To share research about learning processes, especially research related to how adults learn in an academic setting. The SIG publishes a newsletter that informs members about current research in reading theory and instruction, reading processes, adult literacy, problem solving, and cognitive models describing how adults learn and remember. It also serves as an important communications tool among SIG members about research ideas, events, and periodicals pertinent to the SIG and to CRLA professional interests.

Activities include publishing two interactive newsletters each year and sponsoring SIG-related institutes, sessions, roundtables and a luncheon at the annual CRLA conference.

## **College Reading**

Carol Wills  
381 Nova Lane  
Menlo Park, CA 94025  
W: (415) 574-6612  
H: (415) 325-0268  
FAX: (415) 328-5147  
E-mail: carol.thurm.wills.@internetMCI.com

Purpose: To provide a vehicle for sharing ideas about methods of teaching reading and study skills at the college level.

Activities include exchange of information and sharing of ideas through SIG-sponsored conference activities and newsletter.

## **Computer Technology**

Lucy Tribble MacDonald  
Chemeketa Community College  
4717 Antelope Ct. NE  
Salem, OR 97305  
W: (503) 399-5242  
H: (503) 390-6376  
FAX: (503) 399-5038  
E-mail: lucy@chemek.u.or.us  
lucy@aol.com

Purpose: To share information, exchange news of methods, techniques, and technology to promote effective use of computers to deliver instruction and to communicate.

Activities include exchange of information and sharing of ideas through E-mail, using an electronic distribution list, LRNASST, on the Internet and through SIG-sponsored conference activities, including a SIG breakfast and a roundtable. Members are encouraged to join LRNASST in order to take part in on-line discussions and are also encouraged to participate in the process of developing a WEB page for college learning centers.

## **Counseling and Helping Relationships**

Courtney Gibbs  
Randolph-Macon College  
P. O. Box 5005  
Ashland, VA 23005-5505  
W: (804) 752-7200 Ext. 5510  
FAX: (804) 752-7231  
E-mail: cgibbs@rmc.edu

Purpose: To provide a discussion and resource forum for counselors and learning assistance personnel working in the areas of guidance, developmental studies, nontraditional student services, and learning support.

Activities include publishing a newsletter to provide a forum for counseling issues and a source of successful ideas for counselors interested in developmental education and student success.

## **Critical Thinking**

Judith Olson-Fallon  
Educational Support Services  
Case Western Reserve University  
10900 Euclid Avenue  
Cleveland, OH 44106-7062  
W: (216) 368-8825  
FAX: (216) 368-8826  
E-mail: jko2@po.cwru.edu

Purpose: To stimulate, encourage, and enhance the processes of critical awareness in the individual; to promote professional recognition of the importance of critical awareness---socially and educationally; to contribute to the development and exchange of strategies and curriculum designed for the infusion of critical awareness in the education process.

Activities include the publication of a SIG newsletter and the exchanging of information and sharing of ideas through SIG-sponsored conference activities, including institutes, sessions, roundtables, and a SIG luncheon.

## **Developmental / Basic Writing**

Margaret Clark  
Department of English  
University of Houston - Downtown  
#1 Main Street  
Houston, TX 77002  
W: ( 713) 221-8097  
FAX:  
E-mail: clark@dt.uh.edu

Purpose: To promote a more global understanding of the issues in developmental writing and to promote the advancement of more dynamic strategies for addressing the challenges. To engage members in discussion of pressing concerns in the field. To examine the multicultural nature of basic writing in graduate programs in rhetoric and composition. To respond to concerns of all SIG members as they are presented.

Activities include a newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities.

## **Emotional / Motivational Aspects of Learning**

Charlotte Babcock  
Learning Assistance Center  
Northern Arizona University  
Box 6035  
Flagstaff, AZ 86011-6035  
W: ( 520) 523-5532  
FAX:  
E-mail: CRB@al.ucc.nau.edu

Purpose: To provide a vehicle for the exchange of resources and ideas on helping students with motivational and emotional aspects of student effectiveness.

Activities include the publication of a SIG newsletter and the exchange of information and sharing of ideas through SIG-sponsored conference activities, including institutes, sessions, roundtables, and a SIG luncheon.

### **English as a Foreign/Second Language**

Anna-Marie Schlender  
American Language Program  
California State University, Hayward  
Hayward, CA 94542-3012  
W: (510) 885-2040  
FAX: (510) 728-2312  
E-mail:

Purpose: To exchange information on testing, textbooks, techniques of teaching EFL/ESL. To evaluate and act as a clearing house for materials and resources.

Activities include the publication of a SIG newsletter, serving as a clearing house for materials and resources, and the exchange and sharing of ideas through SIG-sponsored conference activities, including a business meeting.

### **Learning Assistance Center Management**

Jan Norton  
Missouri Western State College  
4525 Downs Drive  
St. Joseph, MO 64507  
W: (816) 271-4536  
FAX: (816) 271-4574  
E-mail: norton@griffon.mwsc.edu

Purpose: To provide a forum that will allow the membership to build a collaborative, interdependent, and supportive network of members united by the goals of improving individual performance as well as meeting learning center management goals and needs.

Activities include a newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities, including a concurrent session and group meeting.

## **Learning Disabilities**

Zanetta Douglas  
Westark Community College  
5210 Grand Avenue, Vines 112A  
P.O. Box 3649  
Fort Smith, AR 72913-3649  
W: (501) 788-7667  
H: (501) 452-2665  
FAX: (501) 788-7003  
E-mail: zdouglas@systema.westark.edu

Purpose: To share information, exchange ideas, and develop techniques to assist the student with a learning disability to acquire skills and knowledge for success in higher education. To share information on policies and procedures used in accommodating learning disabled students created in accordance with the ADA law.

Activities include publishing an interactive newsletter and a membership directory, sponsoring SIG-related conference activities, and encouraging participation in the CRLA Conference by offering related sessions. This SIG encourages members to form a network for formulating, creating, and sharing policies and procedures for accommodations.

## **Liberal Arts Colleges and Universities**

Vicki Edelnant  
Wartburg College  
222 Ninth St. NW  
Waverly, IA 50677  
W: (319) 352-8376  
FAX: (319) 352-8213  
E-mail: EDELNANT@WARTBURG.EDU

Purpose: To foster communication and networking among educators involved in academic support programs in a liberal arts setting.

Activities include publishing a newsletter and a membership directory.

## **Mathematics Tutorial Programs**

Lois Haid  
Assistant Dean of Student Services/Director of Academic Support  
Academic Support and Career Services Office  
Main 350  
Trinity College  
125 Michigan Avenue, NE  
Washington, DC 20017-1094  
W: (202) 884-9636  
FAX: (202) 884-9229  
E-mail: lhaid@osf1.gmu.edu

Purpose: To provide an opportunity for communication among those providing tutorial services in mathematics. To encourage presentation of papers at CRLA conference and participation in related conference activities.

Activities include publishing a newsletter and a membership list and the exchange and sharing of ideas through SIG-sponsored conference activities, including sessions, a SIG luncheon, and a roundtable.

## **Multicultural Issues**

Cynthia Linton  
CSU San Bernardino  
5500 University Parkway  
San Bernardino, CA 92407  
W: (909) 880-5038  
FAX:  
E-mail: clinton@wiley.csusb.edu

Purpose: To increase awareness of and to provide a means of sharing various multicultural issues.

Activities include publishing a newsletter and a membership list and the exchange of information and sharing of ideas through networking at the conference and through SIG-sponsored conference activities, such as SIG luncheon, sessions, and a roundtable.

## **Peer Tutoring**

Helen Baril  
Learning Resources Center  
Quinnipiac College  
Box 269  
Hamden, CT 06518  
W: (203) 287-8617  
FAX: (203) 281-8970  
E-mail: baril@quinnipiac.edu

Elaine Wright  
Learning Resources Center  
Quinnipiac College  
Box 123  
Hamden, CT 06518  
W: (203) 287-5260

Purpose: To improve peer tutoring programs by providing information which will increase tutor recruitment, improve tutor training, improve tutor education, increase faculty involvement, improve tutor delivery systems, explore different types of tutoring programs, assist in setting up new tutoring programs, and keep members informed about the latest research concerning tutoring.

Activities include publishing a SIG newsletter *The Tutor Exchange*, coordinating institutes and/or sessions at the national conference, serving as a clearing house for tutoring ideas, and promoting the CRLA Tutor Certification Program.

## **Research and Evaluation**

Craig Stern  
Learning Assistance Center-6035  
Northern Arizona University  
Flagstaff, AZ 86011  
W: (520) 523-6977  
FAX: (520) 520-523-9466  
E-mail: craig.stern@nau.edu

Purpose: To encourage CRLA members to become researchers, to aid in the development of a research base in developmental education, and to disseminate information on current research and evaluation issues.

Activities include publishing a newsletter which includes a book review, a listing of classic references in educational research, and new publications by Sage Publications, networking through a shared membership list, and sponsoring conference activities such as a SIG breakfast and business meeting.

## **Teaching Excellence**

Kate O' Dell  
School of Education  
University of Alaska  
3211 Providence Dr.  
Anchorage, Alaska 99508  
W: (907) 786-4444  
FAX: (907) 786-4434  
E-mail: AFKDO@uaa.alaska.edu

Purpose: To provide a vehicle for the exchange of ideas to foster excellence in teaching.

Activities include publishing a newsletter and a membership directory and promoting opportunities to network at the national conference through the SIG luncheon.

## **Workforce Literacy**

Vicki Papineau  
Reading Lab  
Central Community College  
Hastings, NE 68902-1024  
W: (402) 461-2478  
FAX: (402) 461-2454  
E-mail: paphcom@cccadm.gi.cccneb.edu

Purpose: To provide a discussion and resource forum that will encourage the sharing of ideas and the exchange of information regarding workforce literacy.

Activities for 1996-1997 include exchange of information through e-mail, newsletters, and SIG-sponsored conference activities.

## **SIG Coordinators for 1997**

**Pat Jonason**  
Academic Achievement Center  
Johnson County Community College  
12345 College Boulevard  
Overland Park, KS 66210  
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FAX: (913) 469-4409  
E-mail: [pjonason@jcccnet.johnco.cc.ks.us](mailto:pjonason@jcccnet.johnco.cc.ks.us)

**Patti Dozen**  
Moorpark College  
7075 Campus Rd.  
Moorpark, CA 93021  
W: (805) 378-1590  
FAX: (805) 378-1499  
E-mail: [pdozen@sunny.vcccd.cc.ca.us](mailto:pdozen@sunny.vcccd.cc.ca.us)

Questions or concerns regarding SIG membership or activities regarding the formation of a new SIG should be directed to the SIG coordinators or to the CRLA Board members. The SIG's are in existence to promote the interests of CRLA members and to provide an opportunity to network with professionals who share interests.

## **New SIG's in the formative stage**

### **Using Humor SIG**

JoLynne Richter  
4960 N. Tonto Way  
Prescott Valley, AZ 86314  
H: (520) 755-5116

JoLynne has expressed an interest in forming a SIG that would focus on using humor in the classroom, in learning centers, in collegiate life, and in life. If you are interested in becoming involved in such a SIG, contact JoLynne.

### **Distance Learning SIG**

This proposed SIG has no leader, but if there is a CRLA member out there who would like to become involved or re-involved in SIG leadership and who has an interest in the challenges of distance education, please contact either of the SIG coordinators.

[Directory completed by Pat Jonason/October/96(sigdirec.wpd)]



College  
Reading &  
Learning  
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Board Meeting

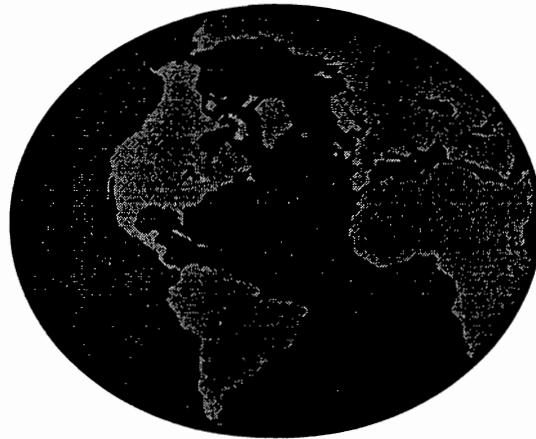
10-25-97

Sacramento, CA

Attachment D-1

\_\_\_\_\_ pageentire booklet

Annual Report  
of the  
*International Tutor Certification Program*  
of the  
*College Reading and Learning Association*



Fall, 1997

Presented by

Gladys R. Shaw and Robin Melton  
Coordinators

## **REPORT OF THE INTERNATIONAL TUTOR CERTIFICATION PROGRAM**

Since March, 1989 a total of 308 college and university tutorial programs have received national tutor certification through CRLA. This represents a 15% increase over 1996. At August 31, 1997, 27 programs have been decertified and 21 are pending new certification. Over 776 tutor programs throughout the US and Canada have received tutor certification packets and have begun the certification process. A list of certified programs is appended. It should be mentioned that three of the tutor programs that have received certification are high school programs. The CRLA International Tutor Certification Program has set up a rigorous standard that will enable a limited number of such outstanding high school programs to be so certified.

### **Name Change**

In the Fall of 1992 the board approved the name change from: CRLA Tutor Certification Committee to CRLA International Tutor Certification Program. This name change more accurately reflects the activities of this program. The change has been, and will continue to be, incorporated into all ITCP documents and forms.

### **Certification Forms and Fees**

The CRLA International Tutor Certification program now has in place a complete set of forms and guidelines that enables a program:

- 1) to obtain initial certification for one year, \$50.00 fee;
- 2) to obtain a three year renewal certification, \$25.00 fee; and
- 3) to obtain a five year recertification, \$25.00 fee

### **Committee Activities**

This year the committee functioned as a participative decision making body as well as evaluators. This input has resulted in very positive benefits for the program. The coordinators and committee members will make a 1997 conference presentation. This will be an institute. Another institute is also being presented by members on the committee on favorite training activities entitled "Tutor Training Pearls." The institute agendas are appended. Another presentation by the coordinators and committee members is an institute at the Texas Conference for Academic Support Programs (CASP). The application packet for five-year recertification has been revised by the committee

members for simplification and increased emphasis on cross-referenced documentation. We have added a Mentor Directory to the application packet to assist potential applicants with questions they may have included in the application packet (appended). The revised initial application packet has received good reviews from the evaluators. Both the revised Five-Year Recertification application and the General Information packet are appended for the Board's review and comments.

The Certification Program was publicized in national and state newsletters of NADE, CRLA, Commission XVI, Tutoring Exchange, and NTA. Numerous inquiries resulted from that visibility as well.

Concerns and issues expressed by evaluators and program participants have been collected over the year for consideration by the Committee at the 1997 meeting.

## **GOALS**

### **1996-97 Goals**

All of the goals have been accomplished for 1996-97.

	<b>Status</b>
1. Conduct a poster session on Certification at the Texas Conference for Academic Support Programs jointly sponsored by TADE and CRLA.	Accomplished
2. Distribute applications and fact sheets, and solicit evaluators at CRLA, CASP, NADE, ACPA, and National Tutoring Association.	Accomplished
3. Contribute one or more articles to both the Tutoring SIG Newsletter and the CRLA Newsletter.	Accomplished plus NADE & Com. XVI Newsletter
4. Conduct a Certification session at the annual CRLA Conference. Accomplished	
5. Conduct a meeting of evaluators and others interested in the certification program at the annual conference.	Accomplished
6. Submit a list of evaluators for appreciation certificates.	Accomplished (Appended)
7. Continue the ongoing process of responding to requests for information, and evaluating new and continuing certifications requests.	Accomplished & Continuing

## **1997-98 Goals**

1. Prepare two presentation Modules on ITCP that can be distributed to Committee members (or others) for making presentations to publicize ITCP and CRLA. One module will be for a concurrent session and one module for institutes.
2. Conduct presentations at the annual conference of CRLA, NADE, CASP, ACPA, NTA, and expand to other conferences individual committee members plan to attend.
3. Become a representative resource for the CRLA Board for state and regional conferences, and training institutes as requested.
4. Distribute applications and fact sheets, and solicit evaluators at CRLA, CASP, NADE, ACPA, and National Tutoring Association.
5. Contribute one or more articles to both the Tutoring SIG Newsletter and the CRLA Newsletter.
6. Conduct a Certification session and a Training Activities session at the annual CRLA Conference.
7. Conduct a meeting of evaluators and others interested in the certification program at the annual conference.
8. Submit a list of evaluators for appreciation certificates.
9. Continue the ongoing process of responding to requests for information, and evaluating new and continuing certifications requests.
10. Collaborate with Texas CRLA and TADE over the next two years to develop a tutor training institute for tutors.
11. Examine the program's financial status and administrative process and make a recommendation to the Board next year that will, hopefully, assure the future of the program.
12. With the Board's assistance, try to get the certification program included in educational programs such as the Kellogg Institute, the Winter Institutes, and the MCLCA Institutes.
13. Submit list of committee members for recognition at the annual conference.
14. Contribute articles to other professional newsletters about ITCP, especially those of NADE, NTA, Commission XVI of ACPA, and MLCLA.
15. Continue responding promptly to requests for information and completing evaluations in a timely manner.

## **APPENDIX**

- Certified Programs
- Application Packet
- Five Year Recertification Packet
- Evaluators
- Institute Agendas
- Mentor Directory

ID	Name	Program	City	State	Levels	Recurr Due
1	University of Nebraska-Kearney	Resident Tutor Program	Kearney	NE	Regular, Advanced, M	6/30/98 recert
2	University of Texas - El Paso	Tutoring & Learning Ctr.	El Paso	TX	Regular, Advanced, M	6/30/98 recert
3	University of Montana	Edu. Opportunity Program	Missoula	MT	Regular, Advanced, M	6/30/98 recert
4	University of Alaska-Anchorage	English Dept. Tutoring Program	Anchorage	AK	Regular, Advanced, M	6/30/98 recert
5	University of Alaska-Anchorage	Learning Resources Ctr.	Anchorage	AK	Regular, Advanced, M	6/30/98 recert
6	University of New Mexico	NM Ctr. for Academic Program	Albuquerque	NM	Regular, Advanced, M	6/30/98 recert
7	Eastern New Mexico Univ.	Learning Support Tutoring Servi	Portales	NM	Regular, Advanced, M	6/30/2000 rec
8	Fairmont State College	Tutorial Program	Fairmont	W.VA	Regular, Advanced	6/30/98 recert
9	Leland High School	Peer Tutor Program	San Jose	CA	Regular	6/30/98 recert
10	Endicott College	Peer Tutor Program	Beverly	MA	Regular, Advanced	6/30/99 recert
11	Chaminade Univ. of Honolulu	Student Support Services/Learn	Honolulu	HI	Regular, Advanced, M	6/30/98 recert
12	West Hills College	Tutorial Program	Coalinga	CA	Regular, Advanced	6/30/99 recert
13	Pfeiffer College	Peer Tutor Program	Misenheimer	NC	Regular, Advanced, M	6/30/99 recert
14	Yukon College	Community Adult Literacy Leade	Yukon	Canad	Regular, Advanced, M	6/30/99 recert
15	Maysville Community College		Maysville	KY	Regular	Decert.10/16/
16	Tulane University	Counseling & Testing/Educ. Re	New Orleans	LA	Regular, Advanced	6/30/99 recert
17	Southern Alberta Institute of Tech	Learning Skills Centre	Calgary, Alb	Canad	Regular, Advanced, M	6/30/99 recert
18	Chemeketa Community College	Tutoring Services	Salem	OR	Regular, Advanced, M	6/30/99 recert
19	Louisiana State University	Student Support Services Progr	Baton Roug	LA	Regular, Advanced, M	6/30/99 recert
20	Windward Community College	TRIO Tutor Training Program	Kaneohe	HI	Regular, Advanced, M	6/30/99 recert
21	Kenai Peninsula College	Tutor Program	Soldotna	AK	Regular, Advanced, M	6/30/99 recert
22	Kenai Peninsula College-Kachem	Tutor Program	Soldotna	AK	Regular, Advanced, M	6/30/99 recert
23	Casper College	Tutor Program	Casper	WY	Regular, Advanced, M	6/30/99 recert
24	Pima Community College-East Ca	Tutoring Ctr. Tutorial Program	Tucson	AZ	Regular, Advanced, M	6/30/99 recert
25	Northern Essex Community Colle	Peer Tutor Program	Haverhill	MA	Regular	6/30/99 recert
26	Wayne State College	Peer Tutor Program	Wayne	NE	Regular, Advanced, M	6/30/2000 rec
27	Sonoma State University	Tutorial Program	Rohnert Par	CA	Regular	6/30/99 recert
28	New Mexico State University	Student Support Services	Las Cruces	NM	Regular, Advanced, M	6/30/99 recert
29	Glendale Community College	Tutorial Program	Glendale	CA	Regular, Advanced	6/30/99 recert
30	Schreiner College	Peer Tutor Program	Kerrville	TX	Regular	6/30/99 recert
31	Austin College	Academic Skills Ctr.	Sherman	TX	Regular, Advanced	6/30/99 recert
32	University of Vermont	Study Skills Program	Burlington	VT	Regular, Advanced, M	6/30/99 recert
33	Oakton Community College	Instructional Support Services	Des Plaines	IL	Regular, Advanced, M	6/30/99 recert
34	Ricks College	Tutoring Center	Rexburg	ID	Regular, Advanced	6/30/99 recert
35	Ricks College	Reading Lab	Rexburg	ID	Regular, Advanced, M	6/30/99 recert

ID	Name	Program	City	State	Levels	Recert Due
36	Idaho State University	Developmental Mathematics	Pocatello	ID	Regular, Advanced	6/30/99 recert
37	Idaho State University	Writing Lab	Pocatello	ID	Regular, Advanced	6/30/99 recert
38	Fresno City College	Tutorial Ctr.	Fresno	CA	Regular, Advanced	6/30/99 recert
39	Lakeland College	Peer Tutor Program	Vermilion	Canad	Regular, Advance	6/30/99 recert
40	Miami University		Oxford	OH	Regular	Decert. 9/17/9
41	University of Hawaii-Manoa		Honolulu	HI	Regular	Decert. 10/16/
42	Paradise Valley Community Coll	Learning Assistance Ctr. Tutor	Phoenix	AZ	Regular, Advanced, M	6/30/99 recert
43	Mankato State University	Learning Ctr. Tutor Training Pro	Mankato	MN	Regular, Advanced, M	6/30/99 recert
44	Mendocino College	Tutoring Program	Ukiah	CA	Regular, Advanced, M	6/30/99 recert
45	Northeast Texas Community Coll	Academic Skills Ctr. Tutorial Pr	Mt. Pleasant	TX	Regular, Advanced, M	6/30/2000 rec
46	University of Texas - Austin	Learning Skills Ctr. Tutorial Assi	Austin	TX	Regular, Advanced	6/30/2000 rec
47	Ashland Community College		Ashland	KY	Regular	Decert. 11/18/
48	Campbellsville College		Campbellsvil	KY	Regular	Decert. 8/3/92
49	Eastern Kentucky University		Richmond	KY	Regular	Decert. 8/3/92
50	Hazard Community College		Hazard	KY	Regular	Decert. 11/18/
51	Morehead State University	Operation Graduation	Morehead	KY	Regular	Decert. 8/3/92
52	Pikeville College		Pikeville	KY	Regular	Decert. 8/3/92
53	Prestonsburg Community College		Prestonsbur	KY	Regular	Decert. 8/3/92
54	Somerset Community College		Somerset	KY	Regular	Decert. 8/3/92
55	Southeast Community College		Cumberland	KY	Regular	Decert. 8/3/92
56	Sue Bennett College		London	KY	Regular	Decert. 8/3/92
57	Western Kentucky University		Bowling Gre	KY	Regular	Decert. 8/3/92
58	Pacific Lutheran University	Academic Assistance	Tacoma	WA	Regular, Advanced	6/30/2000 rec
59	Massachusetts Bay Community C		Wellesley Hill	MA	Regular, Advanced, M	Decert. 11/18/
60	Des Moines Area Community Coll	Peer Tutoring Program	Ankey	IA	Regular, Advanced	6/30/2000 rec
61	Adirondack Community College		Queensbury	NY	Regular	Decert. 8/3/92
62	California State University - Los A	University Tutorial Ctr.	Los Angeles	CA	Regular, Advanced, M	6/30/2000 rec
63	GateWay Community College		Phoenix	AZ	Regular, Advanced, M	Decert. 11/18/
64	Modesto Junior College	Student Services/Tutorial Servi	Modesto	CA	Regular	6/30/2000 rec
65	Black Hawk College	Tutor Training Program	Moline	IL	Regular	6/30/2000 rec
66	Rock Valley College	Tutoring Program	Rockford	IL	Regular, Advanced, M	6/30/2000 rec
67	Central Washington University	Special Services	Ellensburg	WA	Regular	6/30/2000 rec
68	Wilmington College	Peer Tutoring Program	Wilmington	OH	Regular	6/30/2000 rec
69	St. Ambrose University.	Tutoring Program	Davenport	IA	Regular, Advanced, M	6/30/2001 rec
70	Central Arizona College	Cooperative Learning Ctr.	Coolidge	AZ	Regular, Advanced, M	6/30/2000 rec

ID	Name	Program	City	State	Levels	Recert Due
71	University of Northern Colorado	Tutoring Program/Ctr. for Huma	Greeley	CO	Regular, Advanced, M	6/30/2000 rec
72	University of Houston	Learning Support Services	Houston	TX	Regular, Advanced, M	6/30/2000 rec
73	Sheridan College	Advantage Tutor Program	Sheridan	WY	Regular, Advanced	6/30/2000 rec
74	Kingwood College	Academic Support Ctr.	Kingwood	TX	Regular, Advanced, M	6/30/2000 rec
75	University of Southern California -	The Learning Ctr.	Los Angeles	CA	Regular, Advanced, M	6/30/2001 rec
76	Morehead State University	Special Services Learning Lab	Morehead	KY	Regular	6/30/2001 rec
77	State University of New York-Platt	Writing Tutor Training Program	Plattsburgh	NY	Regular, Advanced	6/30/2002 rec
78	York Technical College	Tutoring Program	Rock Hill	SC	Regular, Advanced	6/30/2002 rec
79	Colorado State University	Academic Advancement Ctr.	Fort Collins	CO	Regular, Advanced	6/30/2001 rec
80	Navajo Community College	Tutorial Programs	Tsaiile	AZ	Regular, Advanced, M	Decert. 12/1/9
81	Slippery Rock University	Tutorial Ctr./Academic Support	Slippery Roc	PA	Regular	6/30/2001 rec
82	The University of Akron/Wayne C	Learning Support Services	Orrville	OH	Regular, Advanced, M	6/30/2001 rec
83	College of Charleston	Writing Lab	Charleston	SC	Regular, Advanced, M	6/30/2000 rec
84	University of Houston	The Challenger Program	Houston	TX	Regular, Advanced, M	6/30/2000 rec
85	Louisiana State University	Learning Assistance Ctr. Tutor	Baton Roug	LA	Regular, Advanced	6/30/2001 rec
86	Brigham Young University	Tutoring	Provo	UT	Regular, Advanced, M	6/30/2001 rec
87	College of Charleston	Languages Tutoring Lab	Charleston	SC	Regular	6/30/2001 rec
88	College of Charleston	Math Lab	Charleston	SC	Regular	6/30/2001 rec
89	Austin Community College-Northri	The Learning Lab	Austin,	TX	Regular, Advanced, M	6/30/99 recert
90	University of Southern Indiana	Academic Skills/Reading & Eng	Evansville	IN	Regular	6/30/2001 rec
91	University of Southern Indiana	Academic Skills/Math Clinic	Evansville	IN	Regular	6/30/2001 rec
92	University of Southern Indiana	Academic Skills/Learning Ctr.	Evansville	IN	Regular	Decert. 6/30/9
93	Boise State University	Tutorial Programs	Boise	ID	Regular, Advanced, M	6/30/2001 rec
94	Jamestown C.C.-Cattaraugus Cou	Peer Tutoring Program	Olean	NY	Regular, Advanced	6/30/2001 rec
95	Austin Community College-Pinnac	Parallel Studies Learning Labs	Austin	TX	Regular, Advanced, M	6/30/2001 rec
96	Southern Virginia College for Wo	Peer Tutoring Program	Buena Vista	VA	Regular	Decert. 12/1/9
97	Hesser College	Peer Tutoring Program	Manchester	NH	Regular	6/30/2001 rec
98	Tyler Junior College	Project Excel Peer Tutor Progra	Tyler	TX	Regular	6/30/2001 rec
99	Wayne State University	Mathematics Tutoring Program	Detroit	MI	Regular, Advanced, M	6/30/2001 rec
100	University of Arkansas-Fayettevill	Student Support Services/Tutori	Fayetteville	AR	Regular	6/30/96 recert
101	Missouri Western State College	Center for Academic Support	St. Joseph	MO	Regular, Advanced, M	6/30/2001 rec
102	Columbia College	Disabled Student Programs & T	Sonora	CA	Regular, Advanced	6/30/2001 rec
103	Columbia College	Learning Skills Ctr. Tutorial Pro	Sonora	CA	Regular, Advanced	6/30/2001 rec
104	Briar Cliff College	Peer Tutoring Program	Sioux City	IA	Regular	Decert. 12/1/9
105	St. Edward's University	Academic & Career Services -S	Austin	TX	Regular, Advanced, M	6/30/2001 rec

ID	Name	Program	City	State	Levels	Recert Due
106	Ventura College	Tutoring Program	Ventura	CA	Regular	6/30/96 recert
107	Minneapolis Community College	Learning Assistance Ctr. Tutor	Minneapolis	MN	Regular, Advanced, M	6/30/2002 rec
108	Wake Forest University	Learning Assistance Program T	Winston-Sal	NC	Regular	6/30/2002 rec
109	Boston College	Learning Resources/Student At	Chestnut Hill	MA	Regular, Advanced, M	6/30/2002 rec
110	University of Wisconsin-River Fall	Writing Center	River Falls	WI	Regular	6/30/97 renew
111	Saint Xavier University	The Learning Assistance Ctr.	Chicago	IL	Regular	6/30/2002 rec
112	Albuquerque Technical-Vocational	Tutorial/Learning Ctrs.	Albuquerque	NM	Regular	Decert 6/97
113	Harding University	Sears Learning Ctr.	Searcy	AR	Regular, Advance	6/30/2002 rec
114	University of Houston-Downtown		Houston	TX	Regular	Decert. 10/16/
115	University of Pittsburgh	Math Undergraduate TA & Math	Pittsburgh	PA	Regular, Advanced	6/30/2002 rec
116	Weber State University	Student Support Services	Ogden	UT	Regular, Advanced	6/30/2000 rec
117	Wallace Community College	Pathways	Dothan	AL	Regular, Advanced, M	6/30/2000 rec
118	Mt. Hood Community College	Developmental Education Divisi	Gresham	OR	Regular, Advanced, M	6/30/97 renew
119	Rutgers University	Learning Resource Ctr.	New Brunsw	NJ	Regular, Advanced	6/30/98 recert
120	Suffolk University	Ballotti Learning Ctr.	Boston	MA	Regular, Advanced, M	6/30/2002 rec
121	Cedar Valley College	Student Support Services/TRIO	Dallas	TX	Regular, Advanced	6/30/2001 rec
122	King's College	Tutoring Program	Wilkes-Barre	PA	Regular	6/30/2002 rec
123	Dona Ana Branch Community Col	DABCC Tutorial Services Progr	Las Cruces	NM	Regular, Advanced, M	6/30/97 renew
124	Dona Ana Branch Community Col	Adult Basic Education Tutor Pro	Las Cruces	NM	Regular, Advanced, M	6/30/97 renew
125	Boston College	Academic Development Ctr. Tut	Chestnut Hill	MA	Regular, Advanced	6/30/97 renew
126	Patrick Henry Community College	Student Support Services Tutori	Martinsville	VA	Regular, Advanced, M	6/30/2002 rec
127	Quinnipiac College	Learning Resources Ctr.	Hamden	CT	Regular, Advanced, M	6/30/2002 rec
128	The Citadel	The Writing Center	Charleston	SC	Regular, Advanced, M	6/30/2002 rec
129	McLennan Community College	Support Services Program	Waco	TX	Regular	Decert. 10/16/
130	Bronx Community College-City U	PASS Center	Bronx	NY	Regular	6/30/97 renew
131	University of New Hampshire-Man	The Learning Ctrs. Tutor Trainin	Manchester	NH	Regular, Advanced, M	6/30/99 recert
132	University of Findlay	English 490: Writing Lab Practic	Findlay	OH	Regular, Advanced	6/30/2000 rec
133	Muhlenberg College	Peer Tutoring Program	Allentown	PA	Regular, Advance, Ma	6/30/2002 rec
134	Washington State University	Peer Tutorial Program	Pullman	WA	Regular, Advanced, M	6/30/2002 rec
135	Salt Lake Community College	Student Support Services	Salt Lake Cit	UT	Regular, Advanced	6/30/2002 rec
136	The University of Charleston	MET 110	Charleston	W.VA	Regular	6/30/2002 rec
137	Weber State University	Tutoring Services	Ogden	UT	Regular, Advanced, M	6/30/2000 rec
138	Oxnard College	Tutor Training Program	Oxnard	CA	Regular	6/30/2000 rec
139	Brigham Young University-Hawaii	Reading/Writing Ctr.	Laie	HI	Regular, Advanced, M	6/30/2002 rec
140	Northern Arizona University	Learning Assistance Ctr.	Flagstaff	AZ	Regular, Advanced, M	6/30/97 renew

ID	Name	Program	City	State	Levels	Recert Due
141	Valley City State University		Valley City	ND	Regular	Decert. 10/16/
142	University of Pittsburgh	Learning Skills Ctr.	Pittsburgh	PA	Regular	6/30/2002 rec
143	Jackson State Community Coll	Academic Assistance Ctr Tutor	Jackson	TN	Regular, Advanced, M	6/30/2000 rec
144	Loyola University Chicago	Tutoring Program	Maywood	IL	Regular, Advanced, M	6/30/2002 rec
145	University of Texas - Arlington	SOAR Cost Share Tutorial Prog	Arlington	TX	Regular, Advanced, M	6/30/2002 rec
146	Garden City Community College	Mary Jo Williams Comprehensi	Garden City	KS	Regular, Advanced	6/30/2002 rec
147	Bakersfield College	Tutoring Program	Bakersfield	CA	Regular, Advanced	6/30/98 recert
148	University of New England	Learning Assistance Ctr.	Biddeford	ME	Regular, Advanced	6/30/98 recert
149	Appalachian State University	Tutorial Services	Boone	NC	Regular, Advanced, M	6/30/98 recert
150	North Seattle Community College	The Loft Writing Ctr. Plus	Seattle	WA	Regular, Advanced, M	6/30/98 recert
151	St. Louis Community College-Flori	Tutoring Services Program	St. Louis	MO	Regular	6/30/98 recert
152	East Central University	Student Support Services	Ada	OK	Regular, Advanced	6/30/98 recert
153	University of Massachusetts-Lowe	Tutoring Services	Lowell	MA	Regular and Advanced	6/30/98 recert
154	Clovis Community College	Phi Theta Kappa Peer Tutoring	Clovis	NM	Regular	6/30/98 recert
155	St. Philip's College	Educational Support Services T	San Antonio	TX	Regular, Advanced, M	6/30/98 recert
156	University of Arizona	Learning Center Tutor Program	Tucson	AZ	Regular, Advanced, M	6/30/98 recert
157	South Plains College	Peer Tutoring Program	Levelland	TX	Regular	6/30/98 recert
158	The College of New Jersey	Math-Sci & Writ,-Rdg. Lab Tutor	Trenton	NJ	Regular, Advanced	6/30/98 recert
159	Peace College	Tutor Training Program	Raleigh	NC	Regular	6/30/98 recert
160	Northeastern Jr. College	Study Skills Student Tutor Prog	Sterling	CO	Regular	6/30/98 recert
161	Johnson County Community Colle	Writing Center	Overland Pa	KS	Regular, Advanced	6/30/98 recert
162	Bradford College	Academic Resource Ctr.	Bradford	MA	Regular, Advanced	6/30/98 recert
163	San Diego State University	Student Affairs	San Diego	CA	Regular	6/30/98 recert
164	Miami University	Learning Assistance	Oxford	OH	Regular, Advanced, M	6/30/98 recert
165	Franklin University	Teaching & Learning Ctr./Tutori	Columbus	OH	Regular, Advanced, M	6/30/98 recert
166	Monroe County Community Colle	Learning Assistance Lab Tutori	Monroe	MI	Regular, Advanced	6/30/98 recert
167	Long Island University - Brooklyn	Academic Reinforcement Ctr.	Brooklyn	NY	Regular	6/30/98 recert
168	Seward County Community Colle	Academic Achievement Ctr. Tut	Liberal	KS	Regular, Advanced	6/30/98 recert
169	Lake Tahoe Community College	Tutor Training Program	S. Lake Tah	CA	Regular	6/30/98 recert
170	Cabrillo College	EOPS Tutorial Program	Aptos	CA	Regular, Advanced	6/30/98 recert
171	University of Akron	Dept. of Dev. Ed. - Tutorial Prog	Akron	OH	Regular, Advanced, M	6/30/98 recert
172	Triton College	Learning Assistance Ctr.	River Grove	IL	Regular, Advanced	6/30/98 recert
173	Paine College	Tutorial & Enrichment Ctr.	Augusta	GA	Regular, Advanced	6/30/98 recert
174	Lorain County Community Colleg	The Individualized Learning Su	Elyria	OH	Regular	6/30/98 recert
175	Nyack College	Learning Assistance Services	Nyack	NY	Regular	6/30/98 recert

ID	Name	Program	City	State	Levels	Recurr Due
176	New Hampshire Technical Colleg	CACD Peer Tutoring Program	Berlin	NH	Regular	6/30/98 recert
177	Linn-Benton Community College	Tutoring Program	Albany	OR	Regular	6/30/98 recert
178	Middle Tennessee State Universit	Developmental Studies Tutoring	Murfreesbor	TN	Regular, Advanced	6/30/98 recert
179	Southwest Texas State University	Student Learning Assistance Ct	San Marcos	TX	Regular, Advanced, M	6/30/99 recert
180	State Technical Institute-Memphis	DUCKS Peer Tutoring Program	Memphis	TN	Regular, Advanced, M	6/30/99 recert
181	Baker College of Flint	Learning Support Ctr.	Flint	MI	Regular, Advanced, M	6/30/99 recert
182	University of Massachusetts-Amh	Learning Resources Ctr.	Amherst	MA	Regular, Advanced	6/30/99 recert
183	Lesley College	The Learning Ctr. Programs A	Cambridge	MA	Regular, Advanced	6/30/99 recert
184	Muskingum Area Technical Colleg	Peer Tutoring Program	Zanesville	OH	Regular, Advanced	6/30/99 recert
185	Kapi'olani Community College	Learning Assistance Ctr.	Honolulu	HI	Regular	6/30/99 recert
186	University of Minnesota-Duluth	Tutoring Program	Duluth	MN	Regular, Advanced	6/30/99 recert
187	Arizona State University-West	Student Support Services Progr	Phoenix	AZ	Regular, Advanced	6/30/99 recert
188	Antelope Valley College	Writing Ctr.	Lancaster	CA	Regular, Advanced, M	6/30/99 recert
189	Fisk University	Hughes Science Learning Ctr.	Nashville	TN	Regular	6/30/99 recert
190	Blackburn College	Tutor/SI Program	Carlinville	IL	Regular, Advanced	6/30/99 recert
191	Blackburn College	Writing Assistants Program	Carlinville	IL	Regular, Advanced	6/30/99 recert
192	Southern Illinois University-Carbo	Writing Center, Tutor Training P	Carbondale	IL	Regular, Advanced	6/30/99 recert
193	Rose State College	Peer Tutoring Program	Midwest City	OK	Regular	6/30/99 recert
194	U.S. Coast Guard Academy	Peer Tutor Program	New London	CT	Regular	6/30/99 recert
195	Kent State University	Mathematics Tutoring Program	Kent	OH	Regular	6/30/99 recert
196	Kent State University	Learning Development Program	Kent	OH	Regular	6/30/99 recert
197	Harding University	Student Support Serv. Tutor Tra	Searcy	AR	Regular, Advanced	6/30/99 recert
198	Rocky Mountain College	Services for Academic Success	Billings	MT	Regular	6/30/99 recert
199	California Polytechnic State Univ.	Engineering Technical Study Ct	San Luis Obi	CA	Regular, Advanced, M	6/30/99 recert
200	Joint School District #251	Tutorial Staff of Migrant & Chap	Rigby	ID	Regular	6/30/99 recert
201	Joint School District #251	Highs School Cross Age Tutors	Rigby	ID	Regular	6/30/99 recert
202	University of Northern British Colu	Learning Skills Centre Tutor Tra	Prince Geor	Canad	Regular, Advanced, M	6/30/2000 rec
203	California State Polytechnic - Pom	Educational Opportunity Progra	Pomona	CA	Regular	6/30/99 recert
204	Rider University	Education Enhancement Progra	Lawrencevill	NJ	Regular, Advanced, M	6/30/99 recert
205	Augustana College	First Year Experience Academi	Sioux Falls	SD	Regular	Decert. 4/25/9
206	Augustana College	Writing Center	Sioux Falls	SD	Regular	6/30/99 recert
207	Johnson State College	Academic Support Services	Johnson	VT	Regular, Advanced, M	6/30/99 recert
208	Indiana University Northwest	The Occupational Dev. Progra	Gary	IN	Regular	6/30/99 recert
209	Western Nevada Community Coll	Tutorial Program	Carson City	NV	Regular, Advanced, M	6/30/99 recert
210	Assumption College	Academic Support Ctr.	Worcester	MA	Regular, Advanced	6/30/99 recert

ID	Name	Program	City	State	Levels	Recurr Due
211	Eastern Wyoming College	Learning Skills Lab Tutor Progr	Torrington	WY	Regular	6/30/99 recert
212	St. Norbert College	Academic Mastery Program	De Pere	WI	Regular, Advanced	6/30/99 recert
213	Baltimore City Community Collg	Tutoring Programs for Dev. Cou	Baltimore	MD	Regular	6/30/99 recert
214	Clemson University	Student Athlete Enrichment Pro	Clemson	SC	Regular	6/30/99 recert
215	Ohio University	Program of Supplemental Instru	Athens	OH	Regular Advanced, Ma	6/30/99 recert
216	Lewis University	Tutorial Services	Romeoville	IL	Regular	6/30/99 recert
217	Medical College of PA & Hahnem	Student Resource Ctr.	Philadelphia	PA	Regular	6/30/99 recert
218	Newbury College	Academic Resource Ctr.	Brookline	MA	Regular	6/30/99 recert
219	Brookhaven College	Special Servicing Tutoring-Proj.	Famers Bran	TX	Regular, Advanced	6/30/99 recert
220	North Carolina State University	Undergraduate Studies Tutorial	Raleigh	NC	Regular, Advanced, M	6/30/99 recert
221	Macomb Community College	The Tutorial Program	Clinton TWP	MI	Regular, Advanced, M	6/30/99 recert
222	Sullivan County Community Colle	Ctr. for Learning Assistance	Loch Sheldr	NY	Regular	6/30/99 recert
223	St. Cloud State University	Academic Learning Ctr. Tutor P	St. Cloud	MN	Regular, Advanced, M	6/30/2000 rec
224	Montana State University-Bozema	Advance By Choice Tutor Traini	Bozeman	MT	Regular, Advanced, M	6/30/2000 rec
225	University of Main	Onward Tutor Program	Orono	ME	Regular	6/30/2000 rec
226	Dean College	Writing Ctr. Tutors	Franklin	MA	Regular	6/30/97 renew
227	Xavier University	Learning Assistance Program	Cincinnati	OH	Regular	6/30/2000 rec
228	Morehead State University	MSU Corps. an Americorps Pro	Morehead	KY	Regular	6/30/2000 rec
229	Milwaukee Area Technical Colleg	Tutoring Ctr.	Milwaukee	WI	Regular, Advanced	6/30/97 renew
230	University of Scranton	Learning Resources Ctr.	Scranton	PA	Regular	6/30/2000 rec
231	Three Rivers Community-Technic	Peer Tutoring Program	Norwich	CT	Regular	6/30/2002 rec
232	Middlesex Community-Technical	College Learning Ctr.	Middletown	CT	Regular	6/30/2000 rec
233	University of New Hampshire	Tutoring Program of the Ctr.	Durham	NH	Regular	6/30/99 recert
234	University of Miami	Athletic Dept., Academic Suppo	Coral Gable	FL	Regular	6/30/2000 rec
235	North Hennepin Community Colle	College Learning Ctr. Peer Tuto	Brooklyn Par	MN	Regular, Advanced, M	6/30/2000 rec
236	California State Polytechnic - Pom	Learning Resource Ctr.	Pomona	CA	Regular, Advanced	6/30/2002 rec
237	Northwest Missouri State Universi	Talent Dev. Ctr.	Maryville	MO	Regular, Advanced, M	6/30/99 renew
238	Eastern Arizona College	Aspire Program	Thatcher	AZ	Regular	6/30/2000 rec
239	California State Univ.-San Bernar	Learning Ctr. Tutorial Program	San Bernard	CA	Regular, Advannced	6/30/2000 rec
240	Utah Valley State College	Peer Tutoring Program	Orem	UT	Regular, Advanced, M	6/30/2000 rec
241	New Hampshire College	Learning Ctr., Tutor Training Pr	Manchester	NH	Regular, Advanced, M	6/30/2000 rec
242	University of Tampa	Academic Ctr. for Excellence	Tampa	FL	Regular, Advance, Ma	6/30/2000 rec
243	Spelman College	Learning Resources Ctr's Peer	Atlanta	GA	Regular	6/30/97 renew
244	Floyd College	Tutors-for-Success	Rome	GA	Regular, Advanced, M	6/30/97 renew
245	Utah Valley State College	Math Lab	Orem	UT	Regular	6/30/2000 rec

ID	Name	Program	City	State	Levels	Recurr Due
246	University of TX-Brownsville & So	Learning Assistance Ctr. Traini	Brownsville	TX	Regular, Advanced, M	6/30/2000 rec
247	Rowan College of New Jersey	Tutorial Services	Glassboro	NJ	Regular	6/30/2000 rec
248	Montana State University-Norther	Student Support Services Tutori	Havre	MT	Regular	6/30/2000 rec
249	Piedmont College	Tutorial Ctr.	Demorest	GA	Regular	6/30/2000 rec
250	El Camino Community College	Learning Resources Ctr. Tutoria	Torrance	CA	Regular, Advanced	6/30/97 renew
251	Appalachian State University	Upward Bound	Boone	NC	Regular	6/30/2000 rec
252	University of Idaho	Tutoring & Academic Assistanc	Moscow	ID	Regular, Advanced, M	6/30/2000 rec
253	Widener University	RAS Tutoring Program	Chester	PA	Regular, Advanced, M	6/30/2000 rec
254	University of Wisconsin-Eau Clair	Academic Skills Ctr. Tutoring	Eau Claire	WI	Regular	6/30/2000 rec
255	Walla Walla College	Teaching Learning Ctr.	College Plac	WA	Regular, Advanced, M	6/30/2000 rec
256	Allegany College	Tutoring Program	Cumberland	MD	Regular	6/30/2000 rec
257	St Lawrence University	Peer Tutor Program	Canton	NY	Regular	6/30/97 renew
258	Mount Ida College	Peer Tutor Program	Newton Cent	MA	Regular	6/30/2000 rec
259	Utah State University	Learning & Life Skills Ctr.	Logan	UT	Regular	6/30/2000 rec
260	Shepherd College	Tutor Training Program & Writin	Shepherdsto	W.VA	Regular, Advanced	6/30/2000 rec
261	Central Arizona College-Aravaipa	Learning Ctr. Tutor Training Pro	Winkelman	AZ	Regular	6/30/2000 rec
262	Mesa State College	Academic Services Tutoring Pr	Grand Juncti	CO	Regular	6/30/2000 rec
263	Delta College	Peer Mentor Program	University Ct	MI	Regular	6/30/2000 rec
264	Delta College	Tutoring Program	Univeristy Ct	MI	Regular, Advance	6/30/2000 rec
265	Baptist Bible College	Learning Ctr.	Springfield	MO	Regular	6/30/2000 rec
266	Everett Community College	Writing Ctr. Tutor Training Prog	Everett	WA	Regular, Advanced, M	6/30/2000 rec
267	University of TX - Austin	Tutoring Program in Rdg/Writ/S	Austin	TX	Regular, Advanced, M	6/30/97 renew
268	Howard Community College	Learning Assistance Ctr. Tutori	Columbia	MD	Regular, Advanced	6/30/2000 rec
269	Southwest State University	Tutor Training	Marshall	MN	Regular, Advanced, M	6/30/2000 rec
270	Itasca Community College	Academic Resource Ctr. Tutori	Grand Rapid	MN	Regular	6/30/2000 rec
271	University of TX - Austin	Student Athlete Academic Supp	Austin	TX	Regular	6/30/2000 rec
272	Hampton University	Student Support Services	Hampton	VA	Regular	6/30/2000 rec
273	Bristol Community College	Tutoring and Academic Support	Fall River	MA	Regular, Advanced, M	6/30/2000 rec
274	Cal Poly State University - San Lu	Study Group Program/Math WS	San Luis Obi	CA	Regular, Advanced	6/30/2000 rec
275	University of La Verne	Learning Enhancement Service	La Verne	CA	Regular	6/30/97 renew
276	New Mexico State University-Ala	Math Learning Ctr.	Alamagordo	NM	Regular, Advanced	6/30/2000 rec
277	Indiana University-South Bend	Academic Resource Ctr. Peer T	South Bend	IN	Regular	6/30/97 renew
278	Northern Illinois University	ACCESS/Peer Assisted Learnin	DeKalb	IL	Regular	6/30/2000 rec
279	Woodbury University	Tutoring Center	Burbank	CA	Regular	6/30/2000 rec
280	Ft. Lewis College	Program for Academic Advance	Durango	CO	Regular	6/30/2000 rec

ID	Name	Program	City	State	Levels	Recent Due
281	Abilene Christian University	Learning Enhancement Ctr.	Abilene	TX	Regular, Advance	6/30/2000 rec
282	University of Bridgeport	Academic Resource Ctr.	Bridgeport	CT	Regular	6/30/98 renew
283	Columbus State University	Tutorial Services Program	Columbus	GA	Regular	6/30/98 renew
284	Potsdam College of SUNY	Tutoring Program	Potsdam	NY	Regular	DECERT 6/5/
285	Virginia Tech	The Ctr for Academic Enrichme	Blacksburg	VA	Regular, Advanced, M	6/30/2000 rec
286	Amarillo College	Peer Tutoring	Amarillo	TX	Regular	6/30/2000 rec
287	Evergreen Valley College	Tutoring Program	San Jose	CA	Regular	6/30/2000 rec
288	Creighton University	Tutor Training Program	Omaha	NE	Regular	6/30/98 renew
289	Southwestern Oregon Community	Tutoring Lab	Coos Bay	OR	Regular, Advance	6/30/98 renew
290	University of NM - Valencia Camp	Learning Resource Ctr.	Los Lunas	NM	Regular, Advanced, M	6/30/98 renew
291	Lake Superior College	Learning Resource Ctr.	Duluth	MN	Regular, Advanced, M	6/30/98 renew
292	Loyola College	Peer Tutoring Program	Baltimore	MD	Regular	6/30/98 renew
293	University of the Pacific	Support Services Program	Stockton	CA	Regular	6/30/98 renew
294	Bryant College	Tutor Training Program	Smithfield	RI	Regular	6/30/98 renew
295	Ivy Tech	The Learning Ctr. Tutoring Prog	Ft. Wayne	IN	Regular, Advanced	6/30/98 renew
296	Laramie County Community Colle	Student Success Ctr./System fo	Cheyenne	WY	Regular, Advance, Ma	6/30/98 renew
297	Harford Community College	Tutoring Program	Bel Air	MD	Regular, Advanced	6/30/98 renew
298	Cochise College	Campus Wide Tutoring Progra	Douglas	AZ	Regular	6/30/98 renew
299	Randolph Macon College	Patrick John Higgins Academic	Ashland	VA	Regular	6/30/98 renew
300	Tennessee Technological Univers	Academic Dev. Learning Ctr.	Cookeville	TN	Regular	3/97 renew (P
301	Wellesley College	Tutor Program	Wellesley	MA	Regular	6/30/98 renew
302	Wellesley College	Peer Tutor Advisor/Peer Tutor	Wellesley	MA	Regular	6/30/98 renew
303	Florida Atlantic University	Tutorial Assistance Program	Boca Raton	FL	Regular	6/30/98 renew
304	Santa Barbara City College	Tutor Training	Santa Barba	CA	Regular, Advanced	6/30/98 renew
305	Durham Technical Community Co	Campus Learning Center	Durham	NC	Regular, Advanced	6/30/98 renew
306	Saint Anselm College	Academic Resource Ctr. Peer T	Manchester	NH	Regular	6/30/98 renew
307	State University of NY (SUNY)	Agriculture & Technology at Mo	Morrisville	NY	Regular	6/30/98 renew
308	Smith College	Tutorial Services	Northampton	MA	Regular	6/30/98 renew
309	Shelby State Community College	Learning Assistance Ctr.	Memphis	TN	Regular	6/30/98 renew
310	Arizona State University	Student Affairs Learning Resour	Tempe	AZ	Regular	6/30/98 renew
311	Lake Superior State University	Learning Ctr. Tutor Program	Sault Ste. M	MI	Regular	6/30/98 renew
312	Massasoit Community College	Academic Resource Ctr.	Brockton	MA	Regular	6/30/98 renew
313	Hawaii Community College	The Learning Ctr., Tutor Trainin	Hilo	HI	Regular	6/30/98 renew
314	Central Arizona College	Tutor Training Program	Apache Junc	AZ	Regular, Advanced	5/97 (pending
315	St. Thomas Aquinas	Academic Skills Ctr.	Sparkill	NY	Regular	6/30/98 renew

ID	Name	Program	City	State	Levels	Recurr Due
316	Cloud County Community College	Learning Skills Ctr.	Concordia	KS	Regular	6/30/98 renew
317	Capital Community-Tech College	Math Development Ctr.	Hartford	CT	Regular	6/30/98 renew
318	Idaho State University	ASISU Content Area Tutoring	Pocatello	ID	Regular	6/30/98 renew
319	McMurry University	Academic Enrichment Ctr.	Abilene	TX	Regular	6/30/98 renew
320	Holyoke Community College	Learning Assistance Ctr.	Holyoke	MA	Regular, Advanced, M	6/30/98 renew
321	Las Positas College	Tutorial Program	Livermore	CA	Regular, Advanced	6/30/98 renew
322	Portland Community College	Tutor for Credit Program	Portland	OR	Regular, Advanced, M	6/30/98 renew
323	Tarleton State University	Teaching & Learning Ctr.	Stephenville	TX	Regular, Advanced, M	6/97 (P)
324	Kankakee Community College	Academic Skills Ctr. Tutor Lab	Kankakee	IL	Regular	6/30/98 renew
325	Lincoln Land Community College	Tutoring Services	Springfield	IL	Regular	6/30/98 renew
326	Cayuga Community College	Academic Support Center	Auburn	NY	Regular	7/97 (P)
327	Shippensburg University	Tutor Training Program	Shippensburg	PA	Regular, Advanced, M	7/97 (P)
328	University of Connecticut	Ctr. for Academic Program, SS	Storrs	CT	Regular, Advanced	6/30/98 renew
329	University of Pittsburg-Bradford	Academic Dev. Ctr.-Tutoring Pr	Bradford	PA	Regular	7/97 (P)
330	New Hampshire Community Tech	Learning & Career Ctr: Peer Tu	Stratham	NH	Regular	7/97 (P)
331	Mt. San Antonio College	Tutorial Services	Walnut	CA	Regular	7/97 (P)
332	San Jose State University	Collaborative Training Institute	San Jose	CA	Regular, Advanced, M	7/97 (P)
333	Glendale Community College	Learning Assistance Ctr. Tutor	Glendale	AZ	Regular, Advanced, M	7/97 (P)
334	Abilene Christian College	TRIO Services	Abielene	TX	Regular, Advanced, M	8/97 (P)
335	Univ. of Nevada - Reno	The Academic Skills Center	Reno	NV	Regular, Advanced	8/97 (P)
336	Waldorf College	Academic Achievement	Forest City	IA	Regular	8/97 (P)
337	Duluth Business Univ.	Tutor Program	Duluth	MN	Regular	8/97 (P)
338	Heartland Community College	Tutor Program	Bloomington	IL	Regular, Advanced, M	9/97 (P)



*The International  
Tutor Certification Program*

Sponsored by  
the



TO:

DATE:

Thank you for your recent inquiry concerning CRLA's International Tutor Certification Program. Enclosed please find the following documents: 1) College Reading & Learning Association's Certification of Tutor Programs: Purpose, Procedures, and Guidelines; 2) CRLA Requirements for Certification of Tutor Programs and a Self-Assessment; 3) CRLA Application for Certification. Also enclosed is an order form for the Tutor Training Handbook which might be of help to you if you are implementing a new tutor training program or revising one already in place and a Directory of Tutor Training Mentors whom you may contact if you have questions or concerns.

Some specific suggestions are included in the postscript below, but if a problem or question arises please do not hesitate to contact me. Please mail all correspondence to: **Gladys R. Shaw, U.T. El Paso, Tutoring and Learning Center, 300 Library, El Paso, TX 79968.**

Sincerely

Gladys R. Shaw, Coordinator  
CRLA International Tutor Certification Program

**P.S.** Be sure to send four complete sets of all your materials. That is, send the original set and three complete copies. Four (4) complete sets are needed because the original is kept on file with the Coordinator of the CRLA Tutor Certification Committee and three copies are for evaluators. Because we have to mail your application packets to various places, brevity is appreciated. **PLEASE CONDENSE** documentation wherever possible. For example, please do not send materials in large, heavy, 3-ring binders; please do not send videos, audio-tapes, computer disks, etc. If each packet exceeds 1/2 inch in depth, you should see if you can combine, delete, and otherwise abbreviate what you're submitting without omitting information essential to the evaluators.

Please cross reference documentation as requested in the verification form.

# COLLEGE READING AND LEARNING ASSOCIATION TUTOR TRAINING PROGRAM CERTIFICATION SELF-ASSESSMENT

(Please complete prior to Application for Certification and use it in conjunction with the document, "Requirements for Certification of Tutor Programs. This assessment will help you determine whether or not your program meets certification requirements before you apply).

A. Amount of Training for Level \_\_\_\_\_  
**REQUIRED: 10 HRS.**

We have in place \_\_\_\_\_ hrs.

How can we document? (Ex.: Course Syllabus, Training Syllabus):

B. Modes  
**REQUIRED: AT LEAST 3**

Using? \_\_\_\_\_

How can we document? (A training syllabus that specifies a course, workshop, etc. would be an example)

C. Topics

**REQUIRED: 8**

We include a total of \_\_\_\_\_

Which of the following do we include:

- 1. Definition of tutoring and tutor responsibilities
- 2. Basic tutoring guidelines
- 3. Techniques for successfully beginning and ending a tutor session
- 4. Some basic Tutoring Do's
- 5. Some basic Tutoring Don'ts
- 6. Role Modeling
- 7. Setting Goals/Planning
- 8. Communication Skills
- 9. Active listening & paraphrasing
- 10. Referral Skills
- 11. Study Skills
- 12. Critical Thinking Skills
- 13. Compliance with the Ethics and Philosophy of the Tutor Program
- 14. Modeling problem solving
- 15. Other (please specify)

How can we document? (Course syllabus, training syllabus, etc.)

D) Tutor Experience: **25 hours required for each level of certification**

How do we document experience? (Ex.: appointment sheets, time cards, etc)

E. Tutor Selection: **Two of the criteria required.**  
Which of the following criteria do we use?

- 1. Written approval of a content/skill instructor
- 2. Endorsement of tutor trainer/supervisor.
- 3. Grade of "A" or "B" in subject content being tutored.
- 4. Documented experience equivalent to #3.

How can we document? (Tutor application form, recruiting letter, job description would be examples).

F. Tutor Evaluation: **Three requirements.**  
Which do we have in place?

- 1. A formal/informal evaluation process is in place.
- 2. Formal/informal evaluation occurs on a regular basis.
- 3. The results of the evaluation process are made known to the tutors.

How can we document? (Examples would be an evaluation calendar, a copy of the form used, a policy statement or evaluation and/or an example of a memo communicating results to tutors)

## DOCUMENT PACKET I

### COLLEGE READING AND LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES

#### **1. PURPOSE**

The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from an international organization, CRLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful.

#### **2. PROCEDURES FOR HAVING A PROGRAM CERTIFIED**

- A) An institution that wishes to have a tutor program or programs certified should designate one individual per tutor program or group of tutor programs who will act as liaison between the CRLA Tutor Certification Committee (TCC) and that institution's program or programs;
- B) the designated individual should complete and submit four sets of the application packets for **each program to be certified** consisting of 1) CRLA Application for Certification of Tutor Program; 2) the necessary "Verification of Tutor Program forms; 3) plus the necessary documentation concerning how the institution's tutor program(s) meets the criteria outlined in "CRLA's REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" to the CRLA TCC;
- C) One set of the application packet and documentation will remain on file with the CRLA TCC Chair.

#### **3. GENERAL INFORMATION**

- A) Once an institution's tutor program is certified, that program will receive a certificate and be authorized to issue individual CRLA tutoring certificates. A master copy of the individual certificate for each certified level will also be included.
- B) There are three levels of individual certification: Regular/Level 1; Advanced/Level 2; and Master/Level 3. Certification can be requested for Level I only or for more than one level such as Level I and Level II, or Levels I, II, and III at the same time for a program if appropriate training is in place.
- C) The initial institutional certification will be for a one year period.
- D) There will be one renewal certification for three years. (**New levels for the same program and new programs cannot be combined with or included in recertification applications. Only the original program certified for one year will be recertified for three.**)
- E) After the three year renewal certification there will be recertifications for five years. (**New levels for the same program and new programs cannot be combined with or included in recertification applications. Only the original program certified for one year will be recertified for three, five, etc.**)
- F) During the initial certification period certification of tutors will be retroactive for one year from date of application.
- G) A yearly verification update form will be completed and submitted by the liaison of each certified program.

#### **4. IMPORTANT NOTES:**

CRLA certifies programs not individual tutors. In other words, CRLA certifies that a particular tutor training program is qualified to issue CRLA certificates to individual tutors at a certain level or levels. The responsibility for tracking an individual tutor's training, tutoring hours, etc. and issuing certificates when a tutor qualifies lies with the tutoring program certified. Each institution must keep a record for each of its certified tutors that is subject to review by CRLA if the need arises.

## DOCUMENT PACKET II

### COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS

#### **I. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION**

##### **A. AMOUNT/DURATION OF TUTOR TRAINING:** (one or more of the following).

1. Minimum of ten hours of tutor training
2. A quarter/semester tutor training course
3. A quarter/semester of tutor training (non-course work)

##### **B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction  
PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

##### **C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:** (a minimum of eight (8) of the following topics should be covered in Level 1 training).

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines
3. Techniques for successfully beginning and ending a tutor session
4. Some basic Tutoring Do's
5. Some basic Tutoring Don'ts
6. Role Modeling
7. Setting Goals/Planning
8. Communication Skills
9. Active listening and paraphrasing
10. Referral Skills
11. Study Skills
12. Critical Thinking Skills
13. Compliance with the Ethics and Philosophy of the Tutor Program
14. Modeling problem solving
15. Other (please specify)

##### **D. REQUIRED TUTORING EXPERIENCE**

25 hours of actual tutoring

##### **E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
AND/OR
2. Endorsement of tutor trainer/supervisor  
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

##### **F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

## **II. REQUIREMENTS FOR ADVANCED/LEVEL 2 CERTIFICATION**

**(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 CERTIFICATION REQUIREMENTS).**

**A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following).**

1. Minimum of 10 hours of tutor training beyond Level 1 (a minimum of 20 cumulative hours of tutor training)
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

**B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction  
PLUS any combination of the following
2. Tutor training video tapes
3. Conference with tutor trainer/supervisor
4. Special tutor projects
5. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:**

**(in addition to reviewing the topics covered in Level 1 a minimum of four (4) of the following topics should be covered in Level 2 training)**

1. Review of Level 1 topics
2. Use of probing questions
3. Characteristics of adult learners/Learning Styles
4. Cultural Awareness and inter-cultural communications
5. Identifying and using resources
6. Tutoring in specific skill/subject areas
7. Record Keeping/Documentation
8. Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

25 additional hours of actual tutoring after completion of all Level 1 requirements (a minimum of 50 cumulative hours of actual tutoring)

**E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
AND/OR
2. Endorsement of tutor trainer/supervisor  
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

### **III. REQUIREMENTS FOR MASTER/LEVEL 3 CERTIFICATION**

**(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 AND 2 CERTIFICATION REQUIREMENTS).**

**A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following).**

1. Minimum of 10 hours of tutor training beyond Level 2 (a minimum of 30 cumulative hours of tutor training)
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

**B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction
- PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:**

**(in addition to reviewing the topics covered in Level 1 and 2 a minimum of four (4) of the following topics should be covered in Level 3 training)**

1. Review of Level 1 and Level 2 topics
2. Assertiveness training
3. How to tutor/deal with Target Populations
4. How to administer and interpret a Learning Style Inventory
5. Structuring the learning experience
6. Training and supervising other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)
8. Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

**25 additional hours of actual tutoring after completion of all Level 1 and Level 2 requirements (a minimum of 75 cumulative hours of actual tutoring)**

**E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
AND/OR
2. Endorsement of tutor trainer/supervisor  
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

## DOCUMENT PACKET III

### **COLLEGE READING AND LEARNING ASSOCIATION'S APPLICATION COVER SHEET FOR CERTIFICATION OF TUTOR PROGRAM(S)**

#### **GENERAL INFORMATION** (PLEASE TYPE OR PRINT THE FOLLOWING INFORMATION)

**1. PROGRAM LIAISON/CONTACT PERSON AND MAILING ADDRESS:**

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PHONE NUMBERS(S): \_\_\_\_\_

INSTITUTION AND PROGRAM(S) TO BE CERTIFIED: \_\_\_\_\_

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**2. CERTIFICATION LEVELS REQUESTED (please check appropriate box/boxes):**

REGULAR/LEVEL 1       ADVANCED/LEVEL 2       MASTER/LEVEL 3

**3. APPLICATION FEE: \$50.00**

Please submit a check for \$50.00 payable to "CRLA/Tutor Certification." Attach check to this application form. Thank you.

**4. Information and Document Checklist:** Please complete this checklist before mailing to make sure your application is complete.

**NOTE: YOU MAY APPLY FOR MORE THAN ONE LEVEL FOR A PROGRAM AT ONE TIME, BUT IF YOU ARE APPLYING FOR MORE THAN ONE PROGRAM, YOU MUST SUBMIT COMPLETE APPLICATIONS FOR EACH SEPARATELY. DO NOT SUBMIT APPLICATIONS FOR NEW LEVELS OR NEW PROGRAMS TOGETHER WITH A RECERTIFICATION APPLICATION.**

- 1. Contact Person, Institution, and Program to be certified is identified above in each copy of the application.
- 2. Certification Levels requested are checked above.
- 3. Check for application fee of \$50 is attached to this page on the original copy of the application.
- 4. 1-2 page narrative overview follows this page in each copy of the application.
- 5. Verifications follows the narrative in each copy of the application.
- 6. Labeled Documentation is tabbed and cross referenced to each verification category in each copy of the application.

Mail to: Gladys R. Shaw, Coordinator, U.T. El Paso, Tutoring & Learning Ctr., 300 Main Library, El Paso, TX 79968

### **OVERVIEW OF THE TUTOR PROGRAM(S) TO BE CERTIFIED**

Please provide an overview, one to five pages, explaining how your tutor training program(s) fulfills the requirements of the level or levels checked. The purpose of this overview is to provide the committee members with the appropriate background information necessary to certify your program(s). This overview should provide the following information: Program history, program objectives, reporting lines, sources of funding, services and students served, program location and facility, training guidelines, and how you generally conduct your training.

### **PROGRAM NARRATIVE**

## **Program Overview, Continued**

## **VERIFICATION FORM**

Please complete a "Verification of Tutor Program(s)" **for each program** you want to be certified. For example, if you wish to have Program A certified at Levels 1 & 2, then you would complete the verification for Levels 1 & 2 for Program A's application. If you also have a Program B that you wish to have certified at Level 1, then you would complete a separate application for Program B, Level 1 that would also include a separate verification form.

Please refer to the document titled "CRLA'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" for a complete listing of all the LEVEL 1, 2, AND 3 requirements for each program to be certified.

The "necessary documentation" called for under each criteria could/should include any or all of the following: 1) course syllabi; 2) titles of textbooks used; 3) flyers/posters/memos; 4) sample worksheets; and 5) handouts, worksheets, etc. that can help the CRLA Tutor Certification Committee verify your program(s). The better documentation you provide the easier it will be for the committee to certify your program(s); however, brevity is appreciated due to mailing requirements, so condensed but complete documentation is requested.

### **VERIFICATION OF TUTOR PROGRAM(S)**

INSTITUTION/PROGRAM: \_\_\_\_\_

PROGRAM LIAISON/CONTACT PERSON: \_\_\_\_\_

Please refer to the Certification Requirements to complete the verification.

#### **A. AMOUNT/DURATION OF TUTOR TRAINING**

1) List the number of hours involved in your tutor training: Level 1 \_\_\_\_\_ Level 2 \_\_\_\_\_ Level 3 \_\_\_\_\_  
(Hrs) (Hrs) (Hrs)

2) Extent of Compliance. Check all that apply.

The requirements of Level 1 (10 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_  
The requirements of Level 2 (20 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_  
The requirements for Level 3 (30 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_

3) Documentation that will verify the fulfillment of this requirement is attached and labelled as checked below. (Example - A Training Syllabus.) Check all that apply.

See Document/s A.3 Level 1 \_\_\_\_\_ A.3 Level 2 \_\_\_\_\_ A.3 Level 3 \_\_\_\_\_

#### **B. MODES OF TUTOR TRAINING**

1. List the training modes you use in your training:

Level 1

Level 2

Level 3

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2. Extent of compliance; Check all that apply. The requirements of

Level 1 (classroom/workshop  
plus any two others) are

Met \_\_\_\_ Exceeded \_\_\_\_

Level 2 (classroom/workshop  
plus any two others) are

Met \_\_\_\_ Exceeded \_\_\_\_

Level 3 (classroom/  
workshop plus any two  
others) are

Met \_\_\_\_ Exceeded \_\_\_\_

3. The necessary documentation to verify the above is attached and labelled as follows: Check all that apply. (A Training Syllabus is an excellent example)

See Document/s B.3 Level 1 \_\_\_\_ B.3 Level 2 \_\_\_\_ B.3 Level 3 \_\_\_\_

#### C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

1. List which topics you cover in your training:

Level 1

Level 2

Level 3

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2. Extent of Compliance; Check all that apply. The topic requirements of

Level 1 (8 minimum)  
are

Met \_\_\_\_ Exceeded \_\_\_\_

Level 2 (Review of Level 1  
plus at least 4 addition topics)  
are

Met \_\_\_\_ Exceeded \_\_\_\_

Level 3 (Review of Level  
1 and 2 plus 4 additional  
topics) are

Met \_\_\_\_ Exceeded \_\_\_\_

3. The necessary documentation to verify the above is attached and labelled as follows: (Example:  
Training or course syllabus.) Check all that apply.

See Document/s C.3 Level 1 \_\_\_\_ C.3 Level 2 \_\_\_\_ C.3 Level 3 \_\_\_\_

**D. REQUIRED TUTORING EXPERIENCE**

1. Explain how you keep track of your tutors' actual tutoring experience.

Level 1

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Level 2

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Level 3

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2. Extent of compliance; Check all that apply. This procedure at

Level 1

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

Level 2

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

Level 3

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

of the CRLA requirements for tracking tutoring experience.

3. The necessary documentation to verify the above is attached and labelled as checked below. Check all that apply. (Example: time logs.)

See Document/s D.3 Level 1 \_\_\_\_\_ D.3 Level 2 \_\_\_\_\_ D.3 Level 3 \_\_\_\_\_

**E. TUTOR SELECTION CRITERIA**

1. Explain how your tutors are selected (must meet two of the criteria)

Level 1

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Level 2

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Level 3

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2. Extent of compliance; Check all that apply. This selection procedure

Level 1

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

Level 2

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

Level 3

Meets criteria \_\_\_\_\_  
Exceeds criteria \_\_\_\_\_

3. The necessary documentation to verify the above is attached and labelled as checked below. (Example: job description or application form that specifies qualifications.) Check all that apply.

See Documentation

Labeled Level 1, E.3 \_\_\_\_\_

See Documentation

Labeled Level 2, E.3 \_\_\_\_\_

See Documentation

Labeled Level 3, E.3 \_\_\_\_\_

**F. TUTOR EVALUATION CRITERIA**

1. How are your tutors evaluated? Check all that apply.

Level 1

an evaluation is in place  
 it occurs on a regular basis  
 results are made by known to tutors

Level 2

an evaluation is in place  
 it occurs on a regular basis  
 results are made by known to tutors

Level 3

an evaluation is in place  
 it occurs on a regular basis  
 results are made by known to tutors

2. Extent of compliance; Check all that apply.

Meets criteria   
Exceeds criteria

Meets criteria   
Exceeds criteria

Meets criteria   
Exceeds criteria

3. The necessary documentation to verify the above is attached and labelled as checked below.  
(Examples: evaluation calendar, evaluation forms, policy statement, copy of communication of results, etc.) Check all that apply.

See Documentation  
Labeled Level 1, F.3

See Documentation  
Labeled Level 2, F.3

See Documentation  
Labeled Level 3, F.3

# CRLA TUTOR CERTIFICATION....Consider the POSSIBILITIES!

CRLA Tutor Certification offers numerous benefits for individual tutors, tutorial coordinators, and programs. The following is a partial list of the opportunities/benefits that are possible with CRLA Tutor Certification:

1. Develop a super tutoring program from scratch by utilizing certification guidelines, The CRLA Tutor Training Handbook, and the experience of other professionals attending CRLA Conferences.
2. Utilize allotted time for development of an individual certification plan to carefully rethink your whole existing tutorial program, an opportunity for a fresh perspective.
3. Using CRLA guidelines, organize separate training sessions into a coherent curriculum and possibly a credit course.
4. Create a spirit of teamwork in your department by involving colleagues in tutor training curriculum design, actual tutor training and tutor evaluation.
5. Generate interest in the community about your program by giving a press release to local and campus newspapers about your CRLA Certified Program. Include CRLA CERTIFIED TUTORS on all of your program advertisements.
6. Secure greater student and faculty confidence and respect for your tutorial staff and program.
7. Attract attention and interest among other tutorial services on campus. May stimulate interaction for the betterment of both programs such as working together on training.
8. Attract highly motivated tutors with CRLA Certification credentials and extensive training.
9. Tie wage rates to CRLA Certification levels in order to provide incentive for additional training and experience. This also helps with retention of tutors.
10. Involve upper level tutors in developing and/or conducting segments of lower level tutor training. This creates excitement and motivation for ALL tutors and staff.
11. Honor certified tutors by hosting a ceremony/party in their honor. Invite all tutors, selected faculty and staff.
- 12.. Emphasize the transferability of CRLA Tutor Certification to other certifying colleges and universities. In other words, a Level I Certificate earned at one institution would be recognized at another.
13. Encourage tutors to add CRLA Tutor Certification to their resumes and to talk about their training and experience in job interviews.
14. Add to your own resume with items such as authored certification proposal, developed and conducted tutor training and maintained certification records.

# **COLLEGE READING AND LEARNING ASSOCIATION**

## **TUTOR TRAINING HANDBOOK**

*Editors*

*Tom Gier*

*&*

*Karan Hancock*

### **TABLE OF CONTENTS**

- 1. TUTOR TRAINING:  
AN OVERVIEW**
- 2. TUTOR TRAINING:  
GENERAL  
INFORMATION**
- 3. TUTOR TRAINING:  
CONTENT/SUBJECT  
AREA**
- 4. INTERNATIONAL  
TUTOR  
CERTIFICATION  
PROGRAM (ITCP)**

### **ORDER FORM**

Number of copies \_\_\_\_\_ x \$20 per copy = \_\_\_\_\_

Make check payable to: CRLA Tutor Training Handbook  
CRLA Federal Tax #95-3177158

Send check and order form to: Sylvia Mioduski, University Learning Center  
P.O. Box 210041  
University of Arizona  
Tucson, AZ 85721-0041  
(520) 621-1206  
(520) 621-7596 (fax)

Please type or print your name and mailing address below:

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## FACT SHEET

### The International Tutor Training Certification Program

- \* Is sponsored by the College Reading and Learning Association
- \* Began in 1989
- \* Certifies programs at three levels
- \* Requires 10 hours of training and 25 hours of tutoring experience for each certification level
- \* Costs \$50 for the initial one-year certification at one, two, or all levels
- \* Costs \$25 for recertification for three years and five years
- \* Provides professional standards for tutor training
- \* Rewards tutors
- \* Establishes credibility for tutoring programs
- \* Is endorsed by the National Association for Developmental Education and Commission XVI, Academic Support in Higher Education, of the American College Personnel Association
- \* Has filled over 776 requests for information and application packets
- \* 308 programs have been certified as of August, 1997. (21 are pending certification)
- \* Produced a handbook in 1995 entitled The College Reading and Learning Association's Tutor Training Handbook which is available for \$20
- \* Is coordinated by Gladys R. Shaw, U.T. El Paso, Tutoring and Learning Ctr., 300 Library, El Paso, TX 79968, (915) 747-5366, (fax) (915) 747-5486, e-mail gshaw@utep.edu and Robin Melton, U.T. Arlington, Box 19509, Arlington, TX 76019, (817) 273-2617, (fax) (817) 272-3370

**Application for  
Five-Year Certification  
in the  
College Reading and Learning Association's  
International Tutor Certification Program**

Name of Institution and Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

**GENERAL DIRECTIONS**

1. Please submit an application for each separate program to be certified.
2. Please check below at which level(s) your institution/program is currently certified.
3. Please check the levels at which you wish to be recertified for the next five years.
4. Provide an overview by responding to each topic listed in Section I, Overview of the Program to be recertified.
5. Complete Section II, Verification, as instructed. Note that documentation is required only for substantial revisions and additions to your program. Documentation should be placed at the back in an appendix and appropriately labelled and cross referenced to the section it verifies. Example: "Documentation IIA, Amount and Duration of Tutor Training".
6. Please include the name of your institution and contact person in the upper righthand corner of each page of this packet and on each page of your documentation.

**CURRENT CERTIFICATION LEVEL(S)**

REGULAR/LEVEL 1     ADVANCED/LEVEL 2     MASTER/LEVEL 3

**FIVE YEAR RECERTIFICATION LEVEL(S)**

REGULAR/LEVEL 1     ADVANCED/LEVEL 2     MASTER/LEVEL 3

**PG. 2. FIVE-YEAR RECERTIFICATION APPLICATION**

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

**I. Overview of the program to be certified**

Please present a narrative overview of your program of fewer than five pages.

**In the narrative, write a brief numbered section addressing each of the following topics regarding your program.**

1. Length of program's existence.
2. Your role and longevity in the program.
3. Program objectives as they stand now.
4. Source(s) of funding over last 5 years. Current sources of funding.
5. A description of your physical facilities.
6. Your organizational reporting line(s)/organizational chart within your division.
7. The population you serve.
8. A general description of your training program and, **in particular**, any changes you have made in the past three years, including how training is conducted.
9. Any other information you feel would be important, i.e., improvements that have occurred such as better evaluations, improved tutor satisfaction, etc.

**(Continue with Narrative on additional sheets as needed (5 maximum) then number subsequent pages consecutively).**

## PG. 3. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

### II. Verification

#### A. Amount/Duration of Tutor Training

1. List the total number of hours involved in your tutor training at the currently-certified levels.

	LEVEL I (10 minimum)	LEVEL II (20 minimum)	LEVEL III (30 minimum)
Original Total (from initial certification)			
Current Total			
Amount Changed (increase or decrease)			

2. Describe what you have modified at Level I, II, or III which explains the amount of hours changed (both increases and decreases). Enclose **appropriately labeled documentation that verify these changes, i.e., a training syllabus or training policies, etc.**

PG. 4. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
 Contact: \_\_\_\_\_

II. B. Modes of Tutor Training

1. LEVEL I:

- a. Write the approximate number of hours for each training mode in Column A you previously used when you submitted your initial application for Level I and those you currently use in Column B for Level I.

MODES USED IN LEVEL I TUTOR TRAINING (Classroom and/or workshop instruction--lecture/demonstration plus any two other modes)	<b>COLUMN A</b>	<b>COLUMN B</b>
1. Classroom/workshop lecture/demonstration		
PLUS		
2. Tutor Training videotapes		
3. Conferences with tutor trainer/supervisor		
4. Special tutor projects (specify):    		
5. Guest speakers		
6. Assigned readings		
7. Role-playing		
8. Observation/videotaping/ audiotaping		
9. Self-assessments		
10. Small group exercises		
11. Computer-aided instruction		
12. Discussion		
13. Tutor presentations		
14. Other (specify):		
15. Other (specify):		
16. Other (specify):		

Total # of hours \_\_\_\_\_

Total # of modes \_\_\_\_\_

(The training modes required for Level I are No. 1 plus any two other training modes.)

PG. 5. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

- b. Describe what you have modified in the modes of training for Level I training, the reasons for the change, **and include appropriately labeled documentation.** If no change in training modes have occurred, write "NONE."

PG. 6. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
 Contact: \_\_\_\_\_

2. LEVEL II:

- a. Write the approximate number of hours for each training mode in Column A you previously used when you submitted your initial application for Level II and those you currently use in Column B for Level II.

MODES USED IN LEVEL II TUTOR TRAINING (Classroom and/or workshop instruction--lecture/demonstration plus any two other modes)	<b>COLUMN A</b>	<b>COLUMN B</b>
1. Classroom/workshop lecture/demonstration		
PLUS		
2. Tutor Training videotapes		
3. Conferences with tutor trainer/supervisor		
4. Special tutor projects (specify):		
5. Guest speakers		
6. Assigned readings		
7. Role-playing		
8. Observation/videotaping/ audiotaping		
9. Self-assessments		
10. Small group exercises		
11. Computer-aided instruction		
12. Discussion		
13. Tutor presentations		
14. Other (specify):		
15. Other (specify):		
16. Other (specify):		

Total # of hours \_\_\_\_\_

Total # of modes \_\_\_\_\_

(The training modes required for Level II are No. 1 plus any two other training modes.)

PG. 7. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

- b. Describe what training modes you have modified for Level II training, the reasons for the change, **and include appropriately labeled documentation.** If no change in training modes has occurred, write "NONE."

PG. 8. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
 Contact: \_\_\_\_\_

3. LEVEL III:

- a. Write the approximate number of hours for each training mode in Column A you previously used when you submitted your initial application for Level III and those you currently use in Column B for Level III.

MODES USED IN LEVEL III TUTOR TRAINING (Classroom and/or workshop instruction--lecture/demonstration plus any two other modes)	<b>COLUMN A</b> Hours for modes PREVIOUSLY USED for initial Level III certification.	<b>COLUMN B</b> Hours for modes CURRENTLY USED for Level III tutor training.
1. Classroom/workshop lecture/demonstration		
PLUS		
2. Tutor Training videotapes		
3. Conferences with tutor trainer/supervisor		
4. Special tutor projects (specify):		
5. Guest speakers		
6. Assigned readings		
7. Role-playing		
8. Observation/videotaping/ audiotaping		
9. Self-assessments		
10. Small group exercises		
11. Computer-aided instruction		
12. Discussion		
13. Tutor presentations		
14. Other (specify):		
15. Other (specify):		
16. Other (specify):		

Total # of hours \_\_\_\_\_

Total # of modes \_\_\_\_\_

(The training modes required for Level III are No. 1 plus any two other training modes.)

PG. 9. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

- b. Describe what training modes you have modified for Level III training, the reasons for the change, **and include appropriately labeled documentation.** If no change in training modes has occurred, write "NONE."

PG. 10. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

**II. C. Areas/Topics covered in Tutor Training**

1. LEVEL I:

- a. Write the approximate number of hours in Column A you previously used when you submitted your initial application for Level I and those you currently use in your tutor training for Level I in Column B.

AREAS/TOPICS COVERED IN LEVEL I TUTOR TRAINING (A minimum of 8 topics)	COLUMN A	COLUMN B
1. Definition of tutoring and tutor responsibilities.	Hours PREVIOUSLY used for initial Level I certification	Hours CURRENTLY used for Level I tutor training
2. Basic tutoring guidelines.		
3. Techniques for successfully beginning and ending a session.		
4. Some basic tutoring Do's.		
5. Some basic tutoring Don'ts		
6. Role modeling		
7. Setting goals/planning		
8. Communication skills		
9. Activities listening and paraphrasing		
10. Referral skills		
11. Study skills		
12. Critical thinking skills		
13. Compliance with the ethics and philosophy of the tutor program		
14. Modeling problem solving		
15. Other (specify):		
16. Other (specify):		
17. Other (specify):		

Total Hours \_\_\_\_\_

Total Topics \_\_\_\_\_

PG. 11. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_

Contact: \_\_\_\_\_

- b. Describe what training modes you have modified for Level I training, the reasons for the change, **and include appropriately labeled documentation.** If no change in training modes has occurred, write "NONE."

PG. 12. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
 Contact: \_\_\_\_\_

**2. LEVEL II:**

- a. Write the approximate number of hours in Column A for each topic you previously used when you submitted your initial application for Level II and those you currently cover in your tutor training for Level II in Column B.

AREAS/TOPICS COVERED IN LEVEL II TUTOR TRAINING (A review of Level I topics plus minimum of 4 additional topics)	<b>COLUMN A</b>	<b>COLUMN B</b>
1. Review of Level I topics	Hours PREVIOUSLY used for initial Level II certification	Check topics CURRENTLY used for Level II tutor training
AND		
2. Use of probing questions		
3. Characteristics of adult learners/learning styles		
4. Cultural awareness and intercultural communication		
5. Identifying and using resources		
6. Tutoring in specific skills/subject areas		
7. Record keeping/ documentation		
8. Other (specify):		
9. Other (specify):		
10. Other (specify):		

Total Hours \_\_\_\_\_

Total Topics \_\_\_\_\_

- b. Describe what training modes you have modified for Level II training, the reasons for the change, **and include appropriately labeled documentation.** If no change in topics has occurred, write "NONE."

PG. 13. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
 Contact: \_\_\_\_\_

**3. LEVEL III:**

- a. Write the approximate number of hours in Column A you previously used when you submitted your initial application for Level III and those you currently use in your tutor training for Level III in Column B.

COLUMN A	COLUMN B
AREAS/TOPICS COVERED IN LEVEL III TUTOR TRAINING (A review of Level I and II topics plus minimum of 4 additional topics)	Hours PREVIOUSLY used for initial Level III certification
1. Review of Level I and Level II topics	
<b>AND</b>	
2. Assertiveness training	
3. How to tutor/deal with target populations	
4. How to administer and interpret a learning style inventory	
5. Structuring the learning experience	
6. Training and supervising other tutors (supervisory skills)	
7. Group management skills (group interaction and group dynamics)	
8. Other (specify):	
9. Other (specify):	
10. Other (specify):	

Total Hours \_\_\_\_\_

Total Topics \_\_\_\_\_

PG. 14. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

- b. Describe what training modes you have modified for Level II training, the reasons for the change, **and include appropriately labeled documentation.** If no change in topics has occurred, write "NONE."

PG. 15. FIVE-YEAR RECERTIFICATION APPLICATION

Institution: \_\_\_\_\_  
Contact: \_\_\_\_\_

II. D. Tutor Selection Criteria

1. Check and briefly describe the process by which the checked items are accomplished.

- a. Written approval of a content/skill instructor.

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---

AND/OR

- b. Endorsement of tutor trainer/supervisor.

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PLUS at least one of the following:

- c. Grade of "A" or "B" in subject content being tutored.

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- d. Documented experience equivalent to #3.

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(NOTE: You must use at least two of the above criteria)

2. Describe what you have modified for Level I tutor selection, the reasons for the change, **and include appropriately labeled documentation**. If no change in topics has occurred, write "NONE."

**1996-97**  
**International Tutor Certification Program Committee**

Helen Baril  
Juele Blankenburg  
Kathy Carpenter (on sabbatical)  
Susan Deese-Roberts  
Lynnae Dopp  
Jim Gulledge  
Rosa Hall  
Fran Kahn  
Patricia Kowal  
Penny Kelley  
Howard Masuda  
Robin Melton, co-coordinator  
Betty J. Myers  
Elizabeth Moreno

Jan Norton  
Rick Sheets  
Gladys R. Shaw, co-coordinator  
Deborah Simpson  
Maureen Smith  
Carmen Springer-Davis  
Linda St. Clair  
Marion Von  
Dorothy Weber  
Wanda Wentworth  
Karin Winnard  
Elaine Wright  
Donna Wood

**AGENDA**  
**for**  
**TUTOR TRAINING PEARLS**

**October 22, 1997**  
**9:00-12:00 AM**

**(Each presentation will consist of approximately a  
25 minute presentation and 5 minute Question and Answer Period)**

9:00	General remarks and Introductions	Gladys Shaw
9:10	Training Tutors to Act Ethically and Professionally, and to Make Good Referrals	Robin Melton
9:40	Graduated Grammar Challenges	Beth Moreno
10:10	Establishing Limits with Tutees	Rosa Hall
10:40	Break	
10:50	Communication Skills for Giving Effective Instruction	Lynnae Dopp
11:20	Using 4MAT in Tutor Training	Susan Deese-Roberts
11:50	Evaluations	
12:00	Adjournment	

**AGENDA**  
**TUTOR CERTIFICATION: PROFESSIONAL**  
**STANDARDS FOR TUTOR TRAINING**

10 min.	Welcome, Introductions, Announcements	Gladys
10 min. 10 min.	What is Certification  - Overview - Levels	Gladys Robin
15 min.	Why Certify? Consider the possibilities	Robin
10 min.	Resources	Gladys & Robin
20 min.	How do I Start? Needs Assessment	Gladys to facilitate. All members to circulate and help
10 min.	BREAK	
40 min.  10 min. 30 min.	Group work on applications utilizing assessments  - Introduction - Group Instructions	Gladys to facilitate, Robin and all committee members to help with group work
40 min.	Certification Decisions Grab Bag	Robin to facilitate and all committee members to sit on panel to answer
15 min.	Wrap up and Evaluation	Robin

**Tutor Training Mentors**  
**of**  
**The International Tutor Certification Program**  
**College Reading and Learning Association**

**Introduction.** The following experienced tutor training and certification evaluators have volunteered to be available to anyone having questions regarding tutoring programs, tutor training, and/or certification of tutors. They are available by phone, fax, or e-mail to answer questions and address concerns in these three related areas.

MENTORS NAME, PHONE, FAX, & E-MAIL	INSTITUTION NAME & ADDRESS	INSTI. TYPE	LEVELS			PROGRAM			TUTORING FORMATS		
			1	2	3	NAME	# TUTORS	# STUD SERV.	WALK- IN	APPT	GROUPS
Helen Baril  (203) 281-8617 (203) 281-8970 (Fax) baril@quinnipiac.edu	Quinnipiac College Hamden, CT 06518	4 yr	X	X	X	Learning Ctr.	37	2,000	X	X	
Juele Blankenburg  (847) 635-1657 (847) 635-1657 (Fax) juele@oakton.edu	Oakton Community College 1600 E. Golf Rd. Des Plaines, IL 60016	2 yr	X	X	X	Instructional Support Services	60+	2,500+	X	X	X
Dr. Kathy Carpenter  (308) 865-8157 (Fax) (308) 865-8214 carpenterk@platte.unk.edu	Univ. of Nebraska at Kearney Kearney, NE 68849	4 yr	X	X	X	Learning Ctr.	42	2,500+	X	X	X
Susan Deese-Roberts  (505) 277-1876 (505) 277-6019 (Fax) sdceese@unm.edu	Univ. of New Mexico 5004 La Fiesta NE Albuquerque, NM 87109	4 yr	X	X	X	Ctr. for Academic Program Support	80+	4,000	X	X	

			LEVELS			PROGRAM			TUTORING FORMATS		
			INSTI. TYPE	1	2	3	NAME	# TUTORS	# STUD SERV.	WALK- IN	APPT
MENTORS NAME, PHONE, FAX, & E-MAIL	INSTITUTION NAME & ADDRESS										
Lynnae Dopp  (801) 626-7207 ldopp@weber.edu	Weber State Univ. 1107 University Circle Ogden, UT 84408	4 yr	X	X	X	Learning Support Ctr.	70	900+	X	X	X
Dr. Rosa Hall  (805) 943-3241 X401 (805) 943-5573 (Fax) learnc@hal.avc.cc.ca.us	Antelope Valley College 3041 W. Ave. K Lancaster, CA 93536	2 yr	X	X	X	Writing Center	70	3,000	X	X	
Suzy Hampton  (406) 243-4210 suzy@selway.umt.edu	Univ. of Montana Missoula, MT 59801	4 yr	X	X	X	Educational Opportunity Program	24-30	150		X	
Fran Kahn  (802) 656-4075 (802) 656-7957 (Fax) fkahn@zoo.uvm.edu	Univ. of Vermont 244 Commons Burlington, VT 05405	4 yr	X	X	X	Learning Skills Program	6	200		X	
Dr. Patricia Kowal  (217) 854-3231, Ext. 4270 (217) 854-3713 (Fax) pkowa@gorilla.blackburn. edu	Blackburn College 700 College Ave. Carlinville, IL 62626	4 yr	X X	X		Writer's Block Learning Center	8-9 7	180 120+	X X	X X	X

			LEVELS			PROGRAM			TUTORING FORMATS		
			INSTI. TYPE	1	2	3	NAME	# TUTORS	# STUD SERV.	WALK- IN	APPT
MENTORS NAME, PHONE, FAX, & E-MAIL	INSTITUTION NAME & ADDRESS										
Dr. Howard Masuda  (213) 343-3972 (213) 343-5051 (Fax) hmasuda@calstatela.edu	Cal. State Univ.- LA Palmer Wing, Room 1062A Library 5151 State Uni. Los Angeles, CA 90032	4 yr	X	X	X	University Tutorial Center	35-40	1,600- 1,800	X	X	
Robin Melton  (817) 272-2617 (817) 272-3770 melton@uta.edu	U.T. Arlington Box 19509 Arlington, TX 76019	4 yr	X	X	X	SOAR Cost Share Tutorial	60+	1,200		X	
Dr. Elisabeth Moreno  (512) 475-8717 (512) 475-6838 (Fax) lkebm@utxdp.dp.utexas.edu	U.T. at Austin Jester A332 Austin, TX 78705	4 yr	X	X	X	Learning Skills Ctr.	10	1,000	X	X	
Jan Norton  (816) 271-4536 (816) 271-4574 (Fax) norton@griffon.mwsc.edu	Missouri Western State College 4525 Downs Dr. St. Joseph, MO 64507	4 yr	X	X	X	Ctr. for Academic Support	24	700+	X	X	X
Gladys R. Shaw  (915) 747-5366 (915) 747-5486 (Fax) gshaw@mail.utep.edu	U.T. at El Paso 300 Library El Paso, TX 79968	4 yr	X	X	X	Tutoring & Learning Ctr.	75-80	10,000 +	X	X	X

			LEVELS			PROGRAM			TUTORING FORMATS			
			INSTI. TYPE	1	2	3	NAME	# TUTORS	# STUD SERV.	WALK- IN	APPT	GROUPS
MENTORS NAME, PHONE, FAX, & E-MAIL	INSTITUTION NAME & ADDRESS											
Deborah Simpson  (716) 372-1661, Ext. 545 (716) 372-3565 (Fax) simpsodm@jccw22.cc. sunyicc.edu	Jamestown C.C. Cattaraugus Campus 312 N. Barry St. Olean, NY 14760	2 yr.	X	X			Learning Assistance Ctr.	12	300+	X	X	X
Carmen Springer-Davis  (307) 268-2515 (307) 268-2682 (Fax) springer@acad.cc.whecn. edu	Casper College 125 College Dr. Casper, WY 82604	2 yr	X	X	X		Peer Tutor Program	21	900		X	
Marion Von  (808) 735-4845 (808) 739-4671 (Fax) mw-mv@aloha.net	Chaminade Univ. 3140 Waiala Ave. Honolulu, HI 96816	4 yr	X	X	X		Student Support Services/Learning Ctr.	20	600+	X	X	
Dorothy Weber  (402) 375-7496 (402) 375-7204 (Fax) dweber@wscgate.wsc.edu	Wayne State College 1111 Main St. Box 34 Wayne, NE 68787	4 yr	X	X	X		Learning Center	30	600- 800	X		X
Donna Wood  (901) 383-4161 (901) 383-4503 (Fax) dwood@stim.tec.tn.us	State Technical Institute at Memphis 5983 Macon Cove Memphis, TN 38134-7693	2 yr	X	X	X		Academic Resource Ctr. (ARC)  “Ducks”	22		X	X	

			LEVELS			PROGRAM			TUTORING FORMATS			
			INSTI. TYPE	1	2	3	NAME	# TUTORS	# STUD SERV.	WALK- IN	APPT	GROUPS
MENTORS NAME, PHONE, FAX, & E-MAIL	INSTITUTION NAME & ADDRESS	INSTI. TYPE	4 yr	X	X	X	Learning Ctr.	37	2,000	X	X	
Elaine Wright  (203) 287-5260 (203) 281-8970 (Fax) wright@quinnipiac.edu	Quinnipiac College Mt. Carmel Ave. Hamden, CT 06518											

Rev. 6/12/97



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Board Meeting  
Oct 20 1997  
Sacramento, CA  
Attachment F(i)  
1 page

From: 1997-98 Elections Committee Chair  
Patricia Mulcahy-Ernt, University of Bridgeport

To: 1997-98 Elections Committee Members  
Ann Faulkner, Brookhaven College  
Elizabeth Ince, United States Military Academy  
Lanetia "Sam" Noble, Widener University  
Vincent Orlando, Metropolitan State College of Denver  
Shirley Sloan, Evergreen Valley College  
Janet Swinton, Spokane Falls Community College

Date: October 13, 1997

Re: Annual CRLA Conference Meetings in Sacramento

During the 1997 Annual CRLA Conference we have several time slots that have been reserved for us in the Arden Sun Room at the Doubletree Hotel in Sacramento, as follows:

Thursday, October 23, 1997  
1:30 pm - 2:30 pm  
Elections Committee Informational Meeting

Friday, October 24, 1997  
8:00 am - 8:15 am  
Elections Committee Meeting followed by  
8:15 am - 8:45 am  
Open Nominations

I would also like to meet with you briefly from 1:15 pm - 1:30 pm immediately after the Friday luncheon for a "progress report." If we need an additional meeting time, the Arden Sun Room is reserved for us on Saturday:

Saturday, October 25, 1997  
9:30 am - 10:30 am  
Elections Committee Organizational Meeting

It will also be important for you to attend the First General Session on Thursday, October 23, 1997 from 9:00 - 10:30 am. During that time the Elections Committee Members are introduced so that CRLA members interested in running for office will be able to recognize us if they would like to inquire about the positions. When you are arrive at the hotel on Wednesday (or earlier), please give me a quick call so that I'll know that I will be able to introduce you on Thursday at the First General Session. I look forward to seeing you soon.

COLLEGE READING AND LEARNING ASSOCIATION  
COORDINATOR OF STATES AND REGIONS  
CRLA Job Description

The Past President serves as the Coordinator of States and Regions.

**After the Annual Conference**

1. After the annual conference, send, an initial "group letter" to all State and Regional Directors and Chapter Presidents:
  - a. Include any follow-up information from the recent conference.
  - b. Send a checklist of materials and supplies they should have on hand. Those who have not acquired items from their predecessor should request extras from you.
  - c. Suggest that they start making plans for a spring mini-conference now.
  - d. Tell them they should have received (or will receive) updated mailing lists and summaries of minutes.
  - e. Mention budget and reimbursement procedures.
  - f. Send them lists of any members who have indicated on the Membership Resources Form a willingness to help with state/regional activities. (Or you may do this in a later letter.)
  - g. Remind them to send you, the Archivist, and the *Newsletter* editor copies of the agenda and news from the state mini-conferences, etc.
2. Right after the annual conference, contact the Membership Coordinator to have an updated list of members and labels in zip-code order sent to you. Mail the relevant list to each State and Regional Director and Chapter President as soon as possible.

**January- March**

3. By late January, request from the membership coordinator a second updated membership list and labels for all State/Regional Directors and Chapter Presidents.
4. In early February send a second "group letter" to all State and Regional Directors and Chapter Presidents:
  - a. Highlight early conference information, news and issues from Board conference calls.
  - b. Tell them to send new membership recruitment letters out immediately.
  - c. Tell them to contact non-renewals when they receive their updated mailing list.
  - d. Remind them of membership benefits.
  - e. Ask for news of their spring meetings.
  - f. Remind them that they can request additional updated mailing lists or labels from you if needed during the year.
  - g. Remind them that the final request for reimbursement of expenses on this year's budget must be submitted to the Treasurer by May 31; initial requests should be ready for the budget discussions at the spring Board meeting.
5. After the spring Board meeting, remind the Secretary to send summaries to State/Regional Directors and Chapter Presidents and provide an updated list of names and addresses, if necessary. Remind the President-Elect to send extra conference

mailings to State and Regional Directors and Chapter Presidents to be used in recruiting new members.

**April - July**

6. In April, work with the Program Chair and Conference Manager to arrange for the State/Regional Directors' and Chapter Presidents' workshop and luncheon and state/regional meetings at the annual conference.
7. Submit a projected budget to the Treasurer by May 31.
8. In late July, send a third "group letter:"
  - a. Ask them about their availability or recommendations for next year's State and Regional Directors' appointment.
  - b. Remind them of the September 1 deadline for their annual report.
  - c. Request items for the State/Regional Directors' and Chapter Presidents' meeting agenda at the conference and issues for the Board agenda.
  - d. Invite them to the Leadership Workshop at the annual conference.
  - e. Ask for annual reports .

**August - September**

9. Along with the President and the SIG Leader Coordinator plan the agenda and develop the materials for the Leadership Workshop.
10. In September, request that the Membership Coordinator send you one complete membership list, updated as of August 31. This will give you the information to report the year's base membership count in various states and regions to the Board at the annual conference. It will also provide the figure for determining a quorum of the Association, should that be needed at the annual conference.
11. In early September, contact members whom you wish to appoint as State/Regional Directors for the coming year. Request recommendations from outgoing State/Regional Directors, consult Membership Resources Forms, etc.
12. Write letters to prospective State and Regional Directors:
  - a. Ask if they are interested in serving.
  - b. Enclose a copy of the State/Regional Director's job description.
  - c. Ask them to respond in writing within a given deadline.
  - d. Ask them to send you their home and office addresses and telephone/fax numbers.
13. In September, write letters of appointment to new State and Regional Directors. Ask them to send you the name and address of an administrator at their institution, if they wish you to send a letter of acknowledgment.
14. Invite and strongly encourage State/Regional Directors and Chapter Presidents to attend the Leadership Workshop at the annual fall conference to facilitate the transition between current and new State/Regional Directors.

15. Send items for the Board agenda to the President.
16. In late September, send a fourth "group letter:"
  - a. Ask for annual reports, if not yet received.
  - b. Finalize meeting times for State and Regional Directors and Chapter Presidents at the conference.
  - c. Enclose a self-addressed postcard to indicate if Directors and Chapter Presidents will be there or who their proxies will be.
  - d. Mention some agenda items for the meetings.
  - e. Remind outgoing Directors to save and transfer materials to successors.
17. In late September, contact the President and coordinate with her/him on the final agenda for the Leadership Workshop at the annual fall conference. Arrange for current and recent Board members to attend state/regional meetings at the annual conference to represent the Board and act as resource persons on Association issues.
18. Prepare a list of names, addresses, and telephone/fax numbers of all appointed State and Regional Directors and distribute this list to CRLA Board members, the *Newsletter* editor, other State/Regional Directors, and the Membership Coordinator.

**At the Annual Fall Conference**

19. At the conference, conduct the State and Regional Directors' and Chapter Presidents' meetings during the Leadership workshop:
  - a. Summarize state/regional annual reports.
  - b. Summarize items from pre-conference Board meetings.
  - c. Suggest agenda items for their state/regional meetings.
  - d. Ask for their evaluations and recommendations.
  - e. Provide a resource notebook for State/Regional Directors and Chapter Presidents.
20. At the conference, coordinate the State and Regional Directors' and Chapter Presidents' meeting with the CRLA Board.
21. After the conference, assemble files and transfer them to the next Coordinator of State and Regional Directors.

**On-going**

22. On an ongoing basis, send copies of appropriate correspondence to the Archivist, retain correspondence and office-related information for three years in the folder for the Coordinator of States and Regions; send items four years and older to the Archivist.
23. Periodically as needed, serve as advisor to the current President.
24. Update this job description at end of term.

Accepting this position allows CRLA to publish your name, school address and school phone number.

To: President Vince Orlando and Members of the CRLA Executive Board  
 From: Roslyn Bethke, *Newsletter* Editor  
**Subject:** **CRLA Newsletter Editor's Annual Report**  
 Date: October 17, 1997

### Accomplishments (since Fall, 1994)

Newsletter (Vol. & Issue)	Date	Size	Cover Stories
Vol. XVIII, Issue 2	Fall, 1994	12 pages	"CRLA Remembers Tom Pasternack" "Tributes to a Colleague"
Vol. XVIII, Issue 3	Winter/ Spring 1995	12 pages	"CRLA Balloting Results in Another Close Election" "Conference Message: Time to Grow"
Vol. XIX, Issue 1	Early Fall, 1995	32 pages	"Tempe: Time for Transformations" "Looking Forward to a Great Year"
Vol. XIX, Issue 2	Winter, 1995-96	20 pages	"CRLA Celebrates Internationalism in Canada in 1996" "Members Head South for Fall 1996"
Vol. XIX, Issue 3	Spring, 1996	12 pages	"CRLA Moves to Annual Fall Conference" "Members Look Forward to 'Changing with the Times' in Canada"
Vol. XX, Issue 1	Summer/Fall 1996	12 pages	"Carpenter, Mioduski Win Executive Board Postions" "Albuquerque Institutes Start Wednesday, Oct. 30"
*****		100 pages total	*****
Vol. XX, Issue 2	Winter 1996-1997	20 pages	"Albuquerque: encouraging great dreams...from our students... and from ourselves"
Vol. XX, Issue 3	Spring/Summer 1997	12 pages	"O'Hear Elected President-Elect; Broughton Elected Secretary"
*Vol. XXI, Issue 1	Fall, 1997	16 pages	"Plans Move Ahead for the 1998 Utah Conference" "CRLA Celebrates 30th Anniversary Conference" "CRLA Membership Extends over U.S., Canada"
*****		48 pages	*****

\* (to be mailed out on 10/24)

## **What's New?**

- After the conference last year, an Editorial Board was established for the newsletter. Board members are Judy Harrington, Jan Norton, and Pat Jonason. Their purpose is to determine whether all articles, especially the new Ask CaRLA Column, deal with issues relevant to learning assistance, tutoring, reading, or developmental education in general. Using humor to liven up the column or vary the tone is permissible, but a majority vote of the Board will determine whether something is cut or not.
- I am now working with a new typesetter. I foresee that this is going to be much easier for me. She works in the JCCC Graphics Dept., but also has her own business on the side. I'm excited about her work now that the latest issue is ready to go to press. We are going to be able to eliminate the lengthy time in Graphics because she will put it on film herself from Quark Express. Previous issues had to go through a conversion from Pagemaker to Quark Express. The typesetter I had before did not want to continue the job and didn't need the extra income, so she is happy about the new arrangement and our friendship continues.
- My institution has approved my request to continue a full second term. This means I will continue until the Oct. 1999 conference. This would be the transition conference where I would assist the new editor in taking over. I would still put out the 1999 conference issue unless the new person wanted to do that.

### **Below are the deadlines for the upcoming year:**

Issue	Copy Needed By	I'll be working on it	Out to Members
Spring, 1998 (This will have the 1998 Directory)	November 30, 1997	throughout December	by February 7, 1998
Summer, 1998	April 30, 1998	May and early June	by July 15, 1998
Fall, 1998	August 30, 1998	till mid- September	by October 25, 1998

### **What I need for each issue:**

President--column and other directions

President-Elect--column and other directions

Past-President--updated list of new state presidents and new regional directors

Awards and Scholarship Chair--info on awards criteria and deadlines

Tutoring Coordinator--info for a tutoring column

SIG Coordinator--list of all SIG Leaders; edited version of last year's SIG Directory; column on SIG news

PAL Liaison--list of conferences that are coming up; names of all PALS for various sister organizations

JCRL Editor--news update



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CRLA Board Meeting  
Oct 20, 1997  
Sacramento, CA  
Attachment H  
5 pages

**Coordinator of States and Regions  
1997 Annual Report**

**Annual Reports from the States and Regions**

Attached are annual reports from the states and regions, along with samples of the newsletters published during the past year.

**Issues and Concerns**

The states and regions play a key role in the recruiting efforts on the local level. During the 1996-97 year in some regions there was a schedule shift of the state conferences from the fall to the spring. However, when conferences were held jointly with other associations, the state conference schedule was less flexible. In some areas of the country, such as Texas, the state conference occurs a few weeks before the national conference, a factor which can discourage members to attend the national conference.

In some states members pay a local dues to join; however, it is sometimes not clear to the membership that national dues must be paid along with the local area dues.

**Recommendations**

I recommend that the Executive Board continue its policy of supporting local memberships with funds up to \$500 and its policy of sending a Board member to attend local conferences.

I also recommend to continue the leadership workshop so that as leaders within the association, state, regional, and chapter presidents may learn recruitment strategies.

Finally, I recommend that members of the Executive Board attend as many local conferences as possible.

Respectfully submitted,

*Patricia Mulcahy-Ernt*

Patricia Mulcahy-Ernt



**College  
Reading &  
Learning  
Association**

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## **Directory of Chapter Presidents and State/Regional Directors 1997**

### **Chapter Presidents**

#### **California**

Shirley Sloan  
Evergreen Valley College  
3095 Yerba Buena Road  
San Jose, CA 95135  
408-274-7900 x6607

#### **Iowa/Missouri**

Jan Norton  
Missouri Western State College  
4525 Downs Drive  
St. Joseph, MO 64507  
816-271-4536  
[norton@griffon.mwsc.edu](mailto:norton@griffon.mwsc.edu)

#### **Nebraska/Kansas**

Teri Gibson  
Metro Community College  
PO Box 3777  
Omaha, NE 68103  
402-449-8510  
[tgibson@metro.mccneb.edu](mailto:tgibson@metro.mccneb.edu)

#### **New Mexico**

Terry Cook  
New Mexico State University  
Center for Learning Assistance  
Box 30001 Department 5278  
Las Cruces, NM 88003  
505-646-3136  
[tcook@nmsu.edu](mailto:tcook@nmsu.edu)

#### **Oregon**

Joanne Cullison  
Chemeketa Community College  
4000 Lancaster Drive NE  
Salem, OR 97305  
501-399-6508  
[cuj@chemekcc@or.edu](mailto:cuj@chemekcc@or.edu)

#### **Texas**

Russ Hodges  
Southwest Texas State University  
SLAC/ ALKEK Library  
San Marcos, TX 78666  
512-245-2515  
[rh12@swt.edu](mailto:rh12@swt.edu)

#### **Washington**

Katherine Lovrich  
Washington State University  
SALC - 260 Lighty SS Blvd.  
Pullman, WA 99164-1064  
509-335-9603  
[lovrichk@mail.wsu.edu](mailto:lovrichk@mail.wsu.edu)





## CRLA State/Regional Directors

### **Alaska**

Suzanne Forster  
University of Alaska Anchorage  
3211 Providence Drive  
Anchorage, AK 99508  
907-786-4365  
[afsmf@uaa.alaska.edu](mailto:afsmf@uaa.alaska.edu)

### **Arizona**

JoLynne Richter  
4960 N Tonto Way  
Prescott Valley, AZ 86314  
520-776-2090  
[jolynne@sizzle.yc.cc.az.us](mailto:jolynne@sizzle.yc.cc.az.us)

### **Arkansas/Louisiana**

Vacant

### **Canada**

Karl Olsen  
SAIT  
1301 16 Avenue NW  
Calgary, AB T2M 0L4  
Canada  
403-284-8766  
[karl.olsen@sait.ab.ca](mailto:karl.olsen@sait.ab.ca)

### **Colorado**

Jo Berger  
Pikes Peak Community College  
Box 14  
5675 S Academy Blvd  
Colorado Springs, CO 80906  
719-540-7320  
[bergerm@ppcc.cccoes.edu](mailto:bergerm@ppcc.cccoes.edu)

### **Great Lakes (IL, MI, WI)**

Susan Farmer  
William Rainey Harper College  
1200 W Algonquin Road  
Palatine, IL 60067  
847-925-6324  
[sfarmer@harper.cc.il](mailto:sfarmer@harper.cc.il)

### **Hawaii**

Marion Von  
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**Note:** Please send any address corrections and changes for this directory to Dr. Patricia Mulcahy-Ernt, CRLA Coordinator of the States & Regions, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601 and all membership updates to Rosalind Lee, CRLA Membership, Kwantlen University College, 8771 Lansdowne Road, Richmond, BC V6X 3V8, Canada.



**Handbook**

**for**

**State/Regional Directors**

**and**

**Chapter Presidents**

**1997-98**



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

October 30, 1997

Dear State/Regional Director or Chapter President:

On behalf of the CRLA Board, I welcome you to an exciting year ahead in your leadership role in the states, regions, and chapters. For many of you this year represents a continuation of your work as a president. For others this is the beginning of what I'm certain will be a productive opportunity. The states and regions have given both CRLA and its members a valuable resource to provide on-going membership support.

As a state/regional director or chapter president, you play a vital role in keeping the CRLA professional spirit alive on the state and regional level. Your key roles include membership recruitment, communication between the CRLA Board and the local membership, and organization of local conferences. In conjunction with the Leadership Workshop, this handbook is designed to provide you with a basic orientation, to give you representative examples from various states to guide you in your planning, and to provide you with a list of CRLA resources and materials to help you with your job throughout the year.

I wish you much success in your year ahead.

Sincerely,

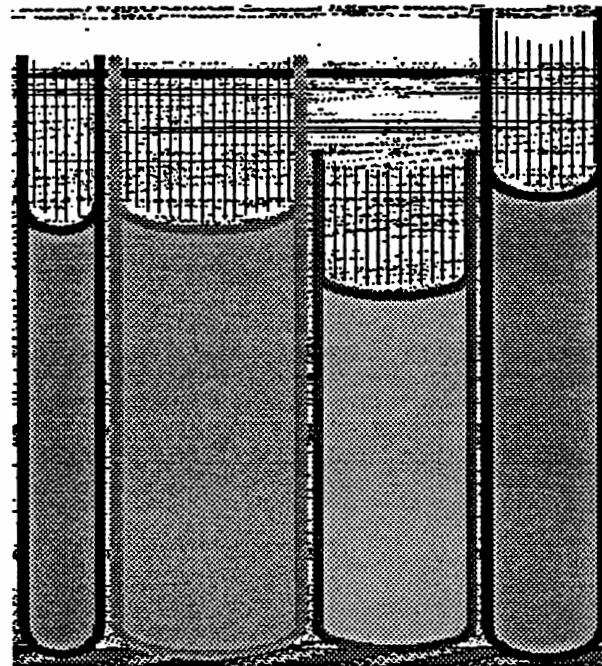
A handwritten signature in black ink, appearing to read "Vincent P. Orlando".  
Vincent P. Orlando, Ph.D.  
1997-98 Coordinator of  
States/Regions and Chapters

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## **Section A: Policy**



## CRLA Job Description

### STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT

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The duties of State/Regional Directors and Chapter Presidents are those necessary to coordinate CRLA activities in the various states and regions. These duties include but are not limited to membership recruitment, communication among local members, communication between the Board and the local membership, liaison with appropriate professional organizations whose membership is similar to that of CRLA, and organization of local conferences.

State/Regional Directors are appointed annually at the discretion of the Coordinator of States and Regions. Appointment can be renewed.

Directors/Chapter Presidents report to the Board through the Coordinator of States and Regions, who is responsible for providing the Directors and Chapter Presidents with appropriate support from the Board, primarily in the form of communication, funding, and access to the full range of CRLA resources.

#### Membership Records

The Director/Chapter President is responsible for maintaining a record of local CRLA members, both active and lapsed, and a record of prospective members. The Director should contact those members whose membership has lapsed in order to encourage them to renew membership. Membership lists and notification of new memberships and renewed memberships will be provided at least twice yearly to Directors and Chapter Presidents by the Coordinator of States and Regions. Additional lists can be requested from the Association's Membership Coordinator at any time.

#### Membership Recruitment

The Director/Chapter President is responsible for membership recruitment within the state/region. In states that conduct conferences or other major activities, the Director/Chapter President may appoint a state/regional membership coordinator, who will be formally recognized by the Board. Generally, a major membership drive is encouraged at the beginning of each year or at the time major local activities are planned but prior to the Annual Conference. Each Director/Chapter President should set an annual

## CRLA Job Description

### STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT

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goal for membership recruitment and is expected to include membership figures in the annual report to the Board.

#### Local Communication

Directors and Chapter Presidents are responsible for the maintenance of communication among local members. They are encouraged to develop local newsletters and to provide opportunities for members to gather at appropriate state/regional professional meetings in which there are a significant number of members in attendance.

#### Communication with the Board

The Director/Chapter President is responsible for keeping the Board informed of state/regional activities and concerns and for sharing communication from the Board with the local membership. Such communication with the Board is to be conducted through the Coordinator of States and Regions.

#### Annual Report

The Director/Chapter President is responsible for submitting an annual report to the Board through the Coordinator of States and Regions. Information to be included in the report includes a report of the state/regional membership, membership growth during the year, a summary of local activities conducted and planned, recommendations to the Board from the local membership regarding local affairs of the Association, and goals for the state/region for the coming year. The Director/Chapter President should also indicate whether s/he is willing to continue in the position for another year.

## CRLA Job Description

### STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT

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#### Publicity for Annual Conference

The Director/Chapter President is responsible for local communication about the Annual Conference. Duties include publicity, encouraging proposals for presentations and for chairpersons, locating group travel rates or ride-sharing, and locating individuals interested in room-sharing at the conference. When the conference is held within that state/region, she/he is expected to work closely with the Conference Manager to provide local support for conference committee work.

#### Conference Leadership Workshop

At the Annual Conference, the Director/Chapter President should attend the Leadership Workshop and in cooperation with the Coordinator of States and Regions should plan and conduct a state/regional meeting at the Conference. The Director/Chapter President may also choose to attend Board meetings and is welcome to address the Board at such meetings. If unable to attend the Conference, the Director/Chapter President is expected to provide a suitable replacement to assume these duties during the Conference.

#### Liaison Activities

The Director/Chapter President is encouraged to serve as liaison and to develop cooperative efforts with related local professional organizations. This liaison may include shared activities, if appropriate, and cooperative and shared communications.

#### Newsletter

The Director/Chapter President is responsible for regular contributions to the *CRLA Newsletter*. Included in articles should be an accurate address and telephone number for the Director/Chapter President, notice of local activities, and news about local members. The Director/Chapter President may write these articles or designate another to do so.

## CRLA Job Description

### STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT

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#### Recommendation for Replacement

If the Director chooses not to continue in the position for another year, s/he should locate one or more members to recommend to the incoming Coordinator of States and Regions. This should be done by the end of September so that a new Director can be selected and can attend the Leadership Workshop at the Annual Conference. It must be clarified with any recommended replacement that the selection of the Director is the responsibility of the Coordinator of States and Regions and that a recommendation is not necessarily an appointment. (Note: Chapters elect officers by a process outlined in their bylaws. The CRLA Board recognizes the elected president as the Director of that state/region.)

#### Handbook

The Director/Chapter President is responsible for updating the *State/Regional Director's Handbook* at the end of each year and for presenting the state/region's handbook to the next Director/Chapter President.

#### Local Conference

When appropriate and feasible, the Director/Chapter President is responsible for planning annual local conferences or other meetings. The Board encourages the Director/Chapter President to cooperate with other Directors and Chapter Presidents to plan regional conferences or to encourage participation in nearby state or regional conferences. Cooperation may include publicity, special guest presentations, special meetings for guest delegations, or similar cooperative efforts.

#### Annual Conference

The Director/Chapter President should submit a bid for hosting the Annual Conference or a Summer Institute and should encourage individuals or groups within the state/region to submit bids. To that end, the Director/Chapter President should contact and put state/regional members in contact with the Conference Site Chair.

## CRLA Job Description

### STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT

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#### Regular Funding

An allocation is budgeted each year to each State/Regional Director and Chapter President for communication purposes. The allocation is determined at the summer Board meeting, when the CRLA fiscal budget is set, and is available for use from the time of allocation to May 31. The Director/Chapter President is responsible for wise use of the state/regional allocation and must account for all funds received from the CRLA treasury. No funds will be disbursed without receipts or other appropriate verification. Requests for reimbursement may be submitted at any time a total amount of at least \$25 is due, or every 90 days, whichever is sooner. Directors are encouraged to accumulate small amounts for a single disbursement but to submit requests in a timely manner.

#### Special funding

#### Special Funding

A Director/Chapter President planning a special project requiring funding should familiarize him/herself with the "Guidelines for Funding of State/Regional Special Projects" in the *Handbook*. Except in emergencies, proposals for special funding are submitted on the CRLA Funding Request Form to the President with a copy to the Coordinator of States and Regions and must be submitted by May 31 or consideration.

#### Bank Accounts

Directors/Chapter Presidents who generate more than \$25 of local CRLA income should open a passbook savings account or similar low-cost bank account. An accurate accounting of all local funds should be included in the annual report to the Board. This report should include verification from at least one member other than the

Director/Chapter President as to the accuracy of the accounting. Retiring Directors and outgoing Presidents must arrange for accounts to be turned over to the appointed replacement. Accounts should be in the name of CRLA and are considered the property of the Association.

## CRLA Job Description

### **STATE/REGIONAL DIRECTOR AND CHAPTER PRESIDENT**

Page 6 of 6

#### **Membership Status**

The Director/Chapter President is responsible for continuing paid membership in CRLA.

Accepting this position allows CRLA to publish your name, school address and school phone number.

7/96

**CRLA BYLAWS 1993****ARTICLE I—NAME**

The name of the Association shall be College Reading and Learning Association.

**ARTICLE II—MEMBERSHIP**

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.
3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his /her annual dues within sixty days after the date they have become payable shall be deemed to have abandoned membership in the Association.

**ARTICLE III—MEETINGS**

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.
2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. State/regional directors and chapter presidents will be encouraged to call an annual, state, or regional meeting.
4. All members of the Association may have the right to attend all membership meetings--annual, regular, or special. They may attend other than general meetings as non-voting observers only.
5. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

#### **ARTICLE IV—BOARD OF DIRECTORS**

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary, and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association, and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws, or any provision of law.

3. The title of all property of the Association shall be vested in the Association and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase or sale of property or for the investment or other disposal of funds which are subject to the control of the corporation.
4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meetings has been called, and at such meeting no business other than that in the notice shall be transacted.
5. Three members shall constitute a quorum of the Board of Directors.

#### **ARTICLE V—OFFICERS**

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary, and a treasurer. The president-elect shall be elected for a one year term in compliance with the mail-ballot procedure established in Article VII, Section III of the Bylaws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and the treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.
2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
  - a. Appoint chairpersons of standing and special committees.
  - b. Appoint a parliamentarian.
  - c. Approve personnel of committees.
  - d. Call special meetings of the Board of Directors.

- e. Appoint state/regional directors and director(s)-at-large within thirty (30) days prior to the annual CRLA meeting unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.
  - f. Appoint an acting secretary, treasurer, program chair, and/or coordinator of state/regional directors to serve in that role/office in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in the capacity(ies). Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee.
  5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/regional directors, and shall act in a general capacity as advisor to the president upon the affairs of the Association.
  6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past president.
  7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year there shall be a review of the financial records by a professional auditor to be appointed by the president.
  8. Each state/regional director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state/regional director or chapter president shall serve as the membership chairperson for his/her state or region and shall submit an annual report to the Board of Directors not later than February 1 of each year.

## ARTICLE VI—FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

## ARTICLE VII—PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these Bylaws.
2. In all meetings, any member may demand a roll call vote except for those procedures which provide for a mail ballot, including the election of officers.
3. Not later than twelve months prior to the beginning of election balloting, the president shall appoint a past president, who served a one year term as committee member, as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:
  - a. The election committee shall confer in a face-to-face meeting and select from the membership at least two members for each of the offices of president-elect and secretary or treasurer.
  - b. The committee shall make available to each nominee and his /her institution, the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.
  - c. The election committee shall submit to the Board of Directors the names of at least two members for each of the offices of president-elect and secretary or treasurer in time for action at the summer Board meeting.
  - d. Information about all candidates, one official ballot, and a properly addressed return envelope will be mailed by a date set by the Board to all members in good standing.
  - e. All officers except the president and immediate past president shall be elected by mail ballot.
  - f. The election committee will hold at least one open meeting during the annual conference to give the membership the opportunity to propose potential nominees for each elective office.
  - g. Voting shall be by secret mail ballot. All votes received on or before the date set by the Board will be included in the final count. A majority of the votes cast shall be necessary for election.

- h. Ballots shall be sealed immediately following the count for verification as requested in writing for thirty (30) days from the day of the election.
4. Should a quorum as defined by Article VIII of the Bylaws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

### **ARTICLE VIII—QUORUM**

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of December 31 prior to the annual conference.

### **ARTICLE IX—AFFILIATIONS**

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

### **ARTICLE X—INITIATIVE, REFERENDUM, AND RECALL**

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated, or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth of the members of the Association. Any action or initiative, referendum or recall shall require a noticed motion and a majority vote of the membership or two-thirds vote of those members present at any annual meeting of the Association.

### **ARTICLE XI—DISSOLUTION**

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

## **ARTICLE XII—AMENDMENTS**

1. These Bylaws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds majority of the votes cast.

## **ARTICLE XIII—CHAPTERS**

The membership in any state, region, province, or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board, chapters may be established. Chapters must comply with the provisions set forth in the Board policy on the formation of state/regional chapters.

### **BOARD POLICY ON THE FORMATION OF STATE/REGIONAL CHAPTERS**

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province, or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair-elect), and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent to the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organizations.

8. A chapter may be dissolved at its request or by the Board of Directors of CRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region, or area chooses not to have a chapter, the position of state/regional director will continue. In the event of the dissolution of a state, regional, or area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

**BOARD POLICY ON THE FORMATION  
OF STATE/REGIONAL CHAPTERS**

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3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice president (vice-chair/chair-elect), and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent to the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of CRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region, or area chooses not to have a chapter, the position of state/regional director will continue. In the event of the dissolution of a state, regional, or area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

## STEPS FOR FORMING CHAPTERS

### STATE/REGION RESPONSIBILITY

1. Complete the "petition for chapter status" form.
2. Secure signature of at least 25 CRLA members.
3. Compile a list of names and addresses of members petitioning for chapter status; confirm that all persons signing the petition are members of CRLA.
4. Submit all information to the Immediate Past President/Coordinator for state/regional associations.

### BOARD RESPONSIBILITY

1. Immediate Past President/Coordinator will verify that the request for chapter status is complete including the verification of member status for all petition signers.
2. The Coordinator will notify the Board that a chapter request has been made.
3. The Board will act on the request and notification of the Board action will be sent to the chapter facilitator within sixty (60) days.

### STATE/REGION RESPONSIBILITY

After chapter status is granted, the chapter facilitator must work with the Coordinator to develop a set of bylaws consistent with the Constitution and Bylaws of CRLA.



College  
Reading &  
Learning  
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITION FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the College Reading and Learning Association (CRLA), under the name \_\_\_\_\_  
and covering the following geographic area: \_\_\_\_\_  
\_\_\_\_\_.

The purpose and objectives of the chapter will be as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of person facilitating the organization of the chapter:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

Date submitted \_\_\_\_\_

Please return this petition along with signatures of at least 25 current CRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to the CRLA Immediate Past President/Coordinator.

CHAPTER CHARTER

Remarks and recommendation of the Immediate Past President/

Coordinator: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Presented to the Board on the \_\_\_\_\_ day of \_\_\_\_\_,  
199\_.

Permission to form a chapter: granted \_\_\_\_\_ denied \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Board Signatures

President \_\_\_\_\_

President-Elect \_\_\_\_\_

Secretary \_\_\_\_\_

Treasurer \_\_\_\_\_

Immediate Past President \_\_\_\_\_

CALIFORNIA CHAPTER  
CRLA BYLAWS

ARTICLE I - NAME

The name of the Association shall be the California State Chapter of the College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the Association, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading, writing, thinking, and learning skills programs is eligible for membership. Membership in the State Chapter shall automatically accrue to any member of the National Association who resides in the State of California who displays an interest in and intent to participate in the business of the State Chapter and who pays dues.

Annual dues are \$5.00, as established at the organizational meeting of April 11, 1992. Any increase in dues must have the approval of 2/3 of the current membership, which consists of the membership of the Association as of December 31st prior to the annual conference.

3. The dues will be payable to the recorder on January 1 of each year. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.
4. New members may join at any time and hold membership for the remainder of the year.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in Fall of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings

established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any twenty-five members of the Association.
3. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.

#### ARTICLE IV - BOARD OF DIRECTORS

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of three directors. The three directors shall be the president, the president-elect, and the recorder. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. The new president-elect shall assume all other duties of that office.

A vacancy in the office of recorder shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with these Bylaws or any provision of law.
3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and recorder, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase or sale of property or for the investment or other disposal of funds which are subject to the control of the Association.
4. Meetings of the Board of Directors shall be regular and special. The regular meeting shall be held not less often than once each year, at a time and place designated by the

Board. Special meetings may be called by the president and shall be called at the request of any director. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called.

5. Two members shall constitute a quorum of the Board of Directors.

#### ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, and a recorder. After the initial directors are elected, the president-elect shall be elected for a one year term by the membership via written ballots. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect. The president-elect shall serve a term of one year as president. The recorder's term of office shall be for two years. The recorder shall be elected by the membership via written ballots at the annual general meeting.
2. The Board of Directors shall consist of the President, President-Elect, and the Recorder. The President-Elect and Recorder shall act in an advisory capacity to the president to reach consensus on issues.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
  - a. Appoint chairpersons of standing and special committees.
  - b. Call special meetings of the Board of Directors
  - c. Appoint an acting recorder in the event of incapacity or consistent non-performance of duty on the part of the officer elected to serve in that capacity. Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president.
5. The recorder shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the

membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president or president-elect.

6. The recorder shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures.

#### ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these Bylaws.
2. In all meetings any member may demand a roll call vote except for those procedures which provide for a written ballot including the election of officers.
3. The Board of Directors shall name at least one candidate for each office for which there exists a vacancy. Names will be solicited from the floor at the general membership meeting for consideration for officer candidates for the following year's election.

#### ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a written ballot shall be at least ten percent (10%) of the membership of the Association as of December 31st prior to the annual conference. The recorder shall keep the record.

#### ARTICLE IX - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

## ARTICLE X - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

## ARTICLE XI - AMENDMENTS

1. These Bylaws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

**NEBRASKA/KANSAS CHAPTER OF THE  
COLLEGE READING AND  
LEARNING ASSOCIATION**

**BYLAWS**

**ARTICLE I**

**Name**

The name of this organization shall be the Nebraska/Kansas Chapter of the College Reading and Learning Association, hereinafter referred to as "the Chapter".

**ARTICLE II**

**OBJECT**

The object of this Chapter shall be, in accordance with the policies and programs of the College Reading and Learning Association, hereafter referred to as "CRLA", to advance the knowledge and interest of post-secondary developmental educators.

**ARTICLE III**

**MEMBERSHIP**

The chapter will include a minimum of 25 members of CRLA.

**ARTICLE IV**

**OFFICERS**

**Section 1.** The Officers of the Chapter shall be President, Vice-President, Secretary/Treasurer, and Past-President. The Board of Directors shall consist of these previously mentioned officers plus the current Site Chair and Program Chair for the upcoming fall conference.

**Section 2.** Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as President.

**Section 3.** Each officer shall serve a term of two administrative years or until their successors are elected. The officers' terms of office shall begin two weeks after the conclusion of the spring meeting of the College Reading and Learning Association on even numbered years.

**Section 4. Vacancies:**

- A. A vacancy in the office of President shall be filled by the Vice-President.
- B. If a vacancy occurs in the office of the President and Vice-President, the Past-President shall call a meeting of the Board of Directors for the purpose of electing from the eligible members a president to fill the unexpired term of President.
- C. A vacancy in the office of Vice-President or Secretary/Treasurer shall be filled by appointment of the President with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

**Section 5.** No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of 2 years.

**Section 6.** These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the directives of the parent organization, CRLA.

**ARTICLE V**

**MEETINGS**

**Section 1.** The Chapter shall hold at least two regular yearly meeting at a time and place fixed by the Board of Directors.

**Section 2.** The regular meeting in the fall shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise. The spring meeting will be held in conjunction with the parent organization's spring conference.

**Section 3.** Special meeting may be called by the President or a majority of the Board of Directors.

**Section 4.** A quorum shall consist of 20% of the members of the Chapter.

**Section 5.** The President, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when such action is deemed necessary.

## ARTICLE VI

### REPRESENTATION AND VOTING

The Board of Directors will ascertain that the Chapter shall be represented at the spring meetings of the College Reading and Learning Association.

## ARTICLE VII

### BOARD OF DIRECTORS

**Section 1.** The Board of Directors shall consist of the officers of the Chapter, the current Site Chair and the current Program Chair for the upcoming fall conference.

**Section 2.** Only regular members in good standing shall be eligible to serve on the Board of Directors.

**Section 3.** Vacancies:

- A. If the immediate Past-President is unable to serve on the Board of Directors, the most recent Past-President who consents to serve shall fill this vacancy.
- B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the President with the approval of the Board of Directors. Such directors shall serve until their successors are elected or appointed (as in the case of the Site Chair and Program Chair).

**Section 4.** Each member of the Board of Directors shall serve as Chair of such standing committees as may be assigned by the President and approved by the Board of Directors.

**Section 5.** Meetings:

- A. The Board of Directors shall have meetings at the discretion of the President. Conference calls may be utilized for Board of Directors meetings when time and distance necessitate such actions.
- B. Special meetings may be called at any time by the President or at the request of a majority of the Board of Directors.
- C. A majority of the Board of Directors shall constitute a quorum.

**Section 6.** The Board of Directors shall perform the duties as described by these bylaws and by the parliamentary authority adopted by the Chapter.

## ARTICLE VIII

### COMMITTEES

**Section 1.** The Executive Committee shall be composed of the officers of the Chapter.

**Section 2.** Standing committees shall be the Membership committee, the Nominating committee, the fall conference Site committee and the fall conference Program committee.

- A. The Chair of the fall conference Site committee and the Chair of the Fall conference Program committee shall be appointed by the President. The Vice-President will be the Chair of the Membership committee, and the immediate Past-President will be the Chair of the Nominating committee.
- B. Members of the committees shall be selected by the respective chairs with the approval of the President.

**Section 3.** Special committees may be appointed by the President whenever deemed necessary for the welfare and/or development of the Chapter.

**Section 4.** The President of the Chapter shall be an ex-officio member of all committees except the Nominating committee.

**Section 5.** These committees shall perform the duties as prescribed in these bylaws and those assigned by the Chapter president.

## ARTICLE IX

### NOMINATIONS AND ELECTIONS

**Section 1.** The Nominating committee shall consist of the immediate Past-President and two regular members appointed by the President.

**Section 2.** The chair of this committee shall be the immediate Past-President.

**Section 3.** This committee shall report their nominations for officers at the regular fall meeting in odd numbered years. Additional nominees may be made from the floor, provided that consent of the nominated members have been obtained.

**Section 4.** Election of officers shall be held during the fall conference in odd numbered years, and the elected officers will assume office two weeks after the next spring meeting of the parent organization.

**Section 5.** The officers shall be elected by ballot. If there is only one candidate for each office, the President shall declare the slate elected.

## **ARTICLE X**

### **ADMINISTRATION**

**Section 1.** The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

**Section 2.** The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings.

**Section 3.** The fiscal and administrative year of the Chapter shall begin exactly two weeks after the conclusion of the yearly spring meeting of the parent organization, CRLA.

**Section 4.** The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

## **ARTICLE XI**

### **DUES**

**Section 1.** Annual dues of regular and associate members shall be \$5.00 per year. In addition, members will be responsible for paying their dues to the national organization. Members who attend the fall Chapter conference shall have their \$5.00 Chapter membership dues waived for that year.

**Section 2.** Chapter dues shall become payable during the fall Chapter conference each year and shall become delinquent sixty days after the final day of the conference. Any member whose dues have not been paid within this time shall be dropped from membership. A member of the Membership committee will contact members prior to the expiration date of membership to encourage them to pay their dues. Reinstatement within the fiscal year may be granted upon payment of \$5.00.

## **ARTICLE XII**

### **DISSOLUTION**

**Section 1.** This Chapter will be dissolved if its active membership drops below 25 members. It can also be dissolved by a two-thirds vote of the members present and voting at a fall conference meeting and a majority vote of the Board of Directors at the same meeting. Notice of such a vote must be submitted to each Chapter member in writing at least thirty days in advance.

**Section 2.** Within thirty days from the date this Chapter is declared inactive by its members and Board of Directors, it shall notify the parent organization, CRLA. The Coordinator of State/Regions of the CRLA will appoint a person to the position of regional director.

**Section 3.** In the event of dissolution of this Chapter, the remaining Chapter funds will be surrendered to the appointed regional director. If no individual can be found to serve as the regional director, all remaining Chapter funds will revert to CRLA.

## ARTICLE X111

### PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Chapter may adopt.

## ARTICLE XIV

### AMENDMENTS

**Section 1.** These bylaws may be amended at any fall meeting of the Chapter, by a two-thirds vote, provided the amendment has been submitted to each Chapter member in writing at least thirty days in advance.

**Section 2.** All amendments adopted by this chapter shall be submitted to CRLA for approval before becoming effective.

**Section 3.** When amendments to CRLA bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

[Revised 11/9/91 to reflect name change of parent organization from Western College Reading and Learning Association to College Reading and Learning Association.]

## C R L A

OREGON CHAPTER NOMINATIONS  
1994

You may nominate yourself. If you nominate someone else, be sure to get permission!

## PRESIDENT

Name		
School		
Address		
Work Phone	Home Phone	

## SECRETARY

Name		
School		
Address		
Work Phone	Home Phone	

## TREASURER

Name		
School		
Address		
Work Phone	Home Phone	

Your Name

---

School

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*Due December 10, 1993*

Mail to June Benson  
Chemeketa Community College  
P. O. Box 14007  
Salem, Oregon 97309-7070

# BALLOT

## California Chapter of College Reading and Learning Association

Please vote for our first officers by November 13th. Either mail ballot to:

Dr. Jo Ann Carter-Wells  
Reading Department  
E.C. 577  
CSU Fullerton  
Fullerton, CA 92634

**OR**

bring the ballot to the closest meeting to you:

**North - October 23rd**

Napa Valley College  
Faculty Lounge - 3 PM

**South - November 6th**

CRA Conference  
Towne & Country Hotel  
Santa Fe Room - 4:30 PM

## CANDIDATES

**President:**

- Gretchen M. Cupp (Yuba College)
- Other: \_\_\_\_\_

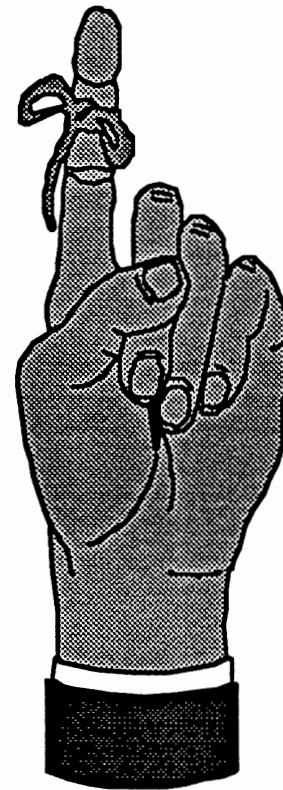
**Vice President:**

- Kathy Engstrom (Fullerton College)
- Other: \_\_\_\_\_

**Recorder:**

- Tom Dayton (American River College)
- Other: \_\_\_\_\_

## **Section B: Timelines and Annual Reports**



**TIMELINE FOR STATE/REGIONAL DIRECTORS AND CHAPTER PRESIDENTS  
1997-98**

To communicate between the Board and the local membership, the following timeline is suggested:

<u>Activity</u>	<u>Due Date</u>
Inform Coordinator of State/Regions of your state conference/meeting dates and note requests for a CRLA Display Board	November 17, 1997
Inform <u>Newsletter</u> Editor of items for publication (state/regional information)	November 17, 1997
Send local membership a reminder of the deadlines for the 1998 conference proposals and 1998 membership renewal; send a copy to the Coordinator	January 16, 1998
If you have a spring conference, coordinate the conference with local membership; send a copy of the program to the Coordinator	TBA
Send a preliminary budget request for 1998-99 to the Coordinator	February 13, 1998
Inform <u>Newsletter</u> Editor of items for publication (state/regional information)	February 13, 1998
Send preliminary conference requests to the President-Elect	February 13, 1998
If you have a spring conference, send photographs and summary to the <u>Newsletter</u> Editor	March 13, 1998
Send your final budget request to the Coordinator for Board approval	March 31, 1998
Send membership a spring update; send a copy to the Coordinator	April 17, 1998
Send membership 1998 conference reminders; send a copy to the Coordinator	July 1, 1998
Send your annual report to the Coordinator	September 1, 1998
If you have a fall conference, coordinate the conference with local membership; send a copy of the program to the Coordinator; send photographs and summary to the <u>Newsletter</u> Editor	TBA



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### ANNUAL REPORT: 1995 - 96

#### Montana

##### Membership

There's good news from Montana this year. Our membership went from 7 during 1994 - 95 to 12 in 1995 - 96. (Naturally I prefer to read this as a gain of 42 percent—sounds so much more impressive!) Anyway, Montana has 5 new members to welcome into CRLA in 1996.

##### Activities

Again this past year, our state organization, MODE (Montana Developmental Educators) provided local CRLA members with a place to meet and communicate. While not actually affiliated with CRLA, this group, which usually meets around the time of our national conference, also offers the state director a chance to promote and recruit for CRLA. Last year, MODE was held at University of Great Falls, and afterwards I had a number of requests for more information about CRLA. This spring we'll be hosted by Suzy Hampton at the University of Montana on March 29, just in time for a last-minute reminder about Kananaskis.

Also this year, I sent several packets to our Montana members, announcing scholarship opportunities and offering information on the two upcoming conferences. In addition, as mentioned above, I put out a general mailing to participants from the April MODE meeting who might be interested in joining CRLA.

##### Member Achievements

As always, Suzy Hampton has been one of Montana's most active CRLA members. This year at Kananaskis, Suzy will lead a three-hour symposium entitled "Peer Dialogue Journals and Cooperative Learning: Changing Authority in the Classroom." She is also the efficient organizer who arranged for a van to get several of us up there. It should be a beautiful drive and also somewhat cheaper than flying for those of us (all of us?) on limited budgets.



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Plans and Concerns

Now that our Montana membership is filling out a little more, I would very much like to see more progress in that area. I will, of course, continue to promote CRLA at state gatherings and hope to see us well represented in Albuquerque next fall.

Also, since this is my third year as Montana state director, I'm moving toward finding a replacement, perhaps around the time of the meeting in Albuquerque, or at least by the first of the year. My last letter to our membership closed with a request for a volunteer.

Respectfully submitted,

Joan Stottlemeyer  
Montana State Director  
March 11, 1996

## CRLA Report Oregon 1995-96

June Benson

### MEMBERSHIPS

As of March, 1996, we have 38 members. This is about the same number we had last year, although some names have changed.

Our annual conference this year attracted tutor trainers and instructional support staff who are now new members. On the other hand, some people have dropped their national membership even though they attend our state conferences.

We continue to try to attract new members. We publish a quarterly newsletter highlighting Oregon educators whenever possible. Our conference registration form always includes a line for membership payment as a courtesy. Also, we would like to co-sponsor a state conference in 1997 and are in the middle of negotiations with another Oregon developmental education organization; should this occur I believe we will pick up new members next year.

### SUMMARY OF ACTIVITIES

Our fall conference was held in October at Chemeketa Community College. Tom Gier and Karan Hancock gave a wonderful tutor training workshop that drew some educators who had never before attended a state conference, including one from Boise! After the morning workshop, Tom and Karan were very gracious to participate in the afternoon round table discussions of the CRLA Tutor Certification program. They waived their usual fees. 53 people were in attendance representing 60% of the community colleges and a few four-year institutions.

We want to give special thanks to our national CRLA organization who once again supported our state conference, this year by paying travel expenses for Tom and Karan. In addition, the Office of the Vice-President at Chemeketa Community College assisted us financially.

We surveyed state members regarding our 1997 Oregon conference. Since our national conference will be changed to October, our membership indicated they would prefer that our

usual state conference be moved to spring term, 1997. Also, they agreed with the state board that we should consider co-sponsoring a conference with another developmental education association. We are now in negotiations with the Oregon Developmental Education Association (ODSO). This is an umbrella organization of developmental, ABE/GED, and ESL educators who "disassociated" themselves from NADE two years ago. I also have contacted the CRLA Washington chapter president to discuss co-sponsoring a conference.

**CONCERNS**

No one in our state expressed interested in running for office for 1996-97. Since I lost my job at Chemeketa in December, this made it extremely difficult for me to decide what to do, because I do not believe I can effectively continue in the role of president, although I will remain on the state board. I chose to dispense with an official election. Instead, Dan Groah will continue to serve as the Treasurer. I appointed Joanne Cullison of Chemeketa Community College as next year's President.

So Chemeketa Community College continues to provide leadership for CRLA in Oregon. It would be wonderful to get educators at other campuses more involved!



# Pikes Peak Community College

Education and Developmental Studies • 5675 South Academy Boulevard • Colorado Springs, CO 80906-5498 • 719/540-7339

## MEMORANDUM

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**DATE:** September 5, 1996  
**TO:** Patricia Mulcahy-Emt  
**FROM:** Jo Berger  
**RE:** CRLA Colorado Annual Report

First, you have my apologies for my tardiness.

Because almost all Colorado CRLA members are also active in Coade, energies this year have focused on the 1997 NADE conference in Denver. Colorado CRLA members are taking an active part in organizing major segments of the conference. As Colorado CRLA and Coade become more unified, I believe that both organizations will be strengthened, although, inevitably, some years will focus more on one organization than the other. At least six CRLA members will attend the conference in Albuquerque, and I know of three presenters. Colorado CRLA will sponsor a joint conference with Coade in November, 1996, at Aurora Community College.

**CRLA ANNUAL REPORT  
PENNSYLVANIA AND NEW JERSEY  
May 1995 - August 1996**

by Becky Johnen, PA/NJ Director

**MEMBERSHIPS**

The region of Pennsylvania and New Jersey, as of August 29, 1996, has 39 current members. In January 1995, Pennsylvania had 10 members; as of August 1996, it has 15, an increase of 5 members. New Jersey has maintained a membership of 24 from January 1995 through August 1996.

Recruiting efforts were done on an informal level with current members sharing materials with colleagues.

**SUMMARY OF ACTIVITIES**

Six informational update notes were sent: May, September, November, and December 1995; and, January and May 1996. In July 1996, a note was sent to all members announcing my acceptance of a position in West Virginia and resignation of the state director position. Linda Best will assume the state director position.

In March 1995, an Eastern Regional Conference was held in conjunction with the Pennsylvania Association for Developmental Education's Conference. At CRLA's 1995 annual conference, those members in attendance at the state meeting requested that no regional event be planned for 1996. Instead, members requested information of other events be shared so each could decide what best fit his/her schedule and budget.

**CONCERNs**

Recruitment of members in the eastern part of the country remains a top priority. However, recruitment remains a challenge since NADE is the association to which most developmental educators in this part of the country belong. More proactive efforts to increase CRLA's membership in the eastern U.S. need to take place. (How about designing something short and catchy that provides the top 10 reasons why one should belong to CRLA?)

Limitations in funding and support for out-of-state travel have an impact on the number of individuals who are able to attend CRLA's annual conferences. Coordinated regional events, especially in the eastern U.S., should be considered.

## **Section C: Funding**



Funding

1. CRLA regular funding. An allocation is budgeted each year to each State/Regional Director for communication purposes. The allocation is determined at the Summer/Fall Board meeting when the CRLA fiscal budget is set and is available for use between July 1 and June 30 of the year. The Director is responsible for the use of the state/region allocation and must account for all funds received from or budgeted from the CRLA treasury. No funds will be disbursed without receipts or other appropriate verification. Requests for reimbursement may be submitted at any time a total amount of at least \$25 is due or every ninety days, whichever is sooner. Directors are encouraged to accumulate small amounts for a single disbursement but to submit requests in a timely manner. See "Guidelines for Funding of State/Regional Special Projects."
2. Special funding. Directors planning special projects requiring funding should familiarize themselves with the "Guidelines for Funding of State/Regional Special Projects." Except in emergencies, proposals for special funding are submitted on a the CRLA Funding Request Form. to the Coordinator for discussion at the Summer Board meeting.
3. Bank accounts. Directors who generate more than \$25 of local CRLA income should open a low cost bank account. An accurate accounting of all local funds should be included in the annual report to the Board. This report should include verification from at least one member other than the Director as to the accuracy of the accounting. Retiring Directors must arrange for accounts to be turned over to the appointed replacement. Accounts should be in the name of CRLA and are considered the property of the local CRLA membership.

Approved: April 8, 1984  
Revised: April 1990

**CRLA****College Reading and Learning Association****GUIDELINES FOR FUNDING OF STATE/REGIONAL SPECIAL PROJECTS**

A budgetary allocation for each State/Regional Director is included in the annual CRLA budget each year by the Board of Directors. State/Regional Directors may request other CRLA funding or seed money for special projects. All funds will be allocated by the Board based on the best interests of CRLA and the general membership as determined by the Board. Requests for funds should be made with consideration for the needs of the state/regional membership as well as the best interests of the organization as a whole.

Except in emergency cases, all funding requests shall be submitted prior to the Summer CRLA Board meeting when the annual budget is established. Specific deadlines are set each year based on the timing of the Summer Board meeting and will be communicated to the Directors by the Coordinator.

**Guidelines:**

1. Requests for funds for special projects should be submitted on a "CRLA" Funding Request Form. Additional copies are available from the Coordinator. The request must include a clear statement of the specific purpose(s) for which the funds will be used and an itemized budget of expected expenses. When supplementary funds from other sources are to be used also on the special project, this should be indicated and included in the itemized budget.
2. Whenever practical and possible, alternative sources of funds should be utilized. Participation in professional organizations such as CRLA is a legitimate function of professional development and as such is frequently included in college departmental budgets. Such institutional funds should be used before CRLA funds are expended. In the case of requests of equal merit, those requests indicating shared funding from sources other than CRLA will be given preference in allocating special project funds.
3. The regular allocations should be used to pay for normal expenses of State/Regional Directors but can be used to supplement funds for special projects. No Director should feel obligated for personal financial responsibility for CRLA activities. CRLA funds should not be used as compensation for

the services of any member. Such services should be considered as voluntary and a professional responsibility.

4. Neither the regular allocation to State/Regional Directors nor funding for special projects is to be considered as an advance. The CRLA procedure for payment is to submit a Request for Reimbursement Form with receipts to the Coordinator who will authorize the request and forward to the Treasurer. In special situations, however, funding for special projects can be advanced prior to the activity itself. The need for an advance must be clearly stated on the Funding Request Form, and accurate and detailed records and receipts for expenditures must be submitted following the conclusion of the special project.
5. CRLA funds may be used to reimburse travel and incidental expenses for guest speakers. CRLA funds should not be used, however, for speaker honoraria or for the cost of local arrangements which are the responsibility of the local organizations.
6. Directors are encouraged to develop functioning state/regional organization and to create local funding sources for such organizations including registration fees for state or regional meetings. CRLA special project funds may be considered "seed money." When it is appropriate, such funds should be repaid to CRLA. All things being equal, proposals for "seed money" will be given priority over requests for grants.
7. Special projects eligible for funding may include but are not limited to the following:
  - a. Special expenses for local conferences, especially "seed money" to plan or initiate such conference in those state/regions where an active organization has not formed;
  - b. Special expenses of communicating with the membership, such as a newsletter or state/regional directory;
  - c. Special local membership recruitment projects.
8. Since funding for special projects is meant not only to assist state/regions but also to benefit the organization as a whole, applications from state/regions requesting special funding for the first time may be given priority over applications from state/regions having received funds in the past. All things being equal proposals from states/regions not funded previously will be given priority over proposals requesting a second or third year of special funding.
9. Upon the completion of special project, a summary report is required. This report should, if possible, be presented before the Board at the annual conference by the

State/Regional Director or by an individual appointed by the Director in his/her absence from the conference. Included in the report must be an accounting of the funds used, the number of members benefitting from the special project, an evaluation of the project, and such other information as the Director deems pertinent. No reimbursement will be made unless receipts or other appropriate verification of expense is presented.

Approved: April 8, 1984  
Revised: April 1990

## CRLA STATE/REGION FUNDING REQUEST FORM

Name of State/Region \_\_\_\_\_

Statement of Purpose for Funding Request \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Itemize Projected Expenses

<u>Item(s)</u>	<u>Amount</u>
----------------	---------------

TOTAL AMOUNT REQUESTED \_\_\_\_\_

Mailing Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Work Phone ( ) \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

The budget for CRLA is approved by the Board of Directors each year at the Summer Board meeting. These special funding requests should be submitted to the Coordinator of State/Regions by June 30th to be considered for inclusion in the budget. Requests received after the Summer Board meeting will be evaluated on a "funds available" basis.

signature of State/Region Director or Chapter President



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**REIMBURSEMENT FORM**  
**Federal ID # 95-3177158***Please Type or Print Information*

FROM:

ADDRESS:

MAKE PAYMENT TO:

ADDRESS:

**Total Amount Requested \$**

1. List below the amount for which reimbursement/payment is requested.  
**Original receipts/bills for reimbursement MUST be attached to this form.**
2. **Proper authorization is mandatory before the Treasurer will issue a check.**
3. All requests for reimbursement/payment must be made within **90 days after the expense is incurred and no later than May 31 of a given year** for reimbursement within that fiscal year.

**AMOUNT & PURPOSE OF EXPENSES/SERVICES**

Purpose of expenditure:

A. Travel/Mileage	B. Hotels/Food	C. Telephone	D. Postage
E. Printing/Duplicating	F. Fees/Wages/Honoraria	G. Supplies	H. Advertising/Promotion
I. Other (specify)			

 \_\_\_\_\_  
**Signature: Individual Submitting**

Office Held \_\_\_\_\_

Date \_\_\_\_\_

 \_\_\_\_\_  
**Signature: Authorizing Officer**

Office Held \_\_\_\_\_

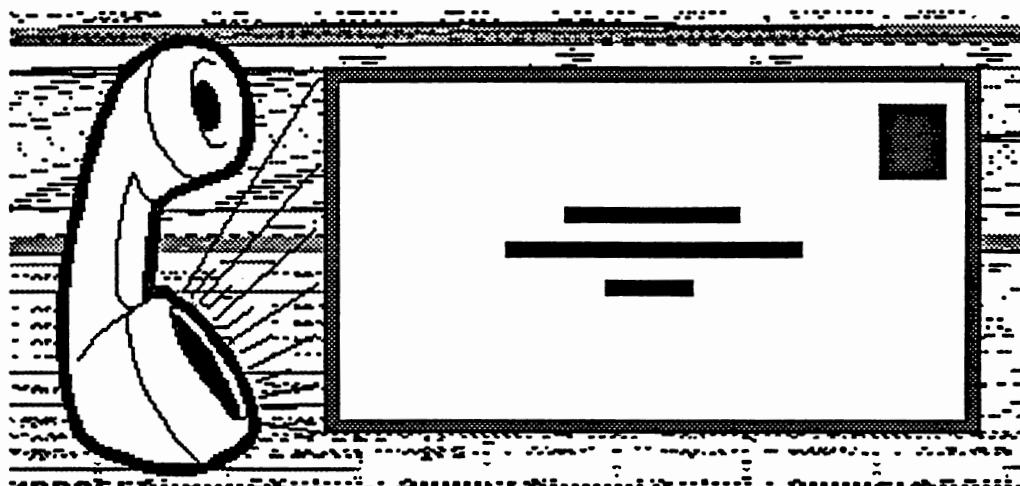
Date \_\_\_\_\_

Check Number \_\_\_\_\_

Date Issued \_\_\_\_\_

Account: Operating/Conference  
BudgetCategory(s)  
\_\_\_\_\_  
\_\_\_\_\_

## **Section D: Communications**



Vol. 1, No. 1

1992

# Professional Tips

for Adult and Continuing Educators



## Tips On Recruiting Members Into Professional Associations

by

Michael W. Galbraith  
Associate Professor of Adult Education  
Temple University

Professional associations at all levels depend on their membership to provide the foundation for growth, leadership, and advocacy to reach their missions. Recruiting and sustaining members in various associations concerned with adult and continuing education is a matter of utmost importance. All members of a professional association should have a commitment to this effort. Making such a commitment ensures that many people with different perspectives will have a voice in the development and future of adult and continuing education.

Any time a potential member is encouraged to join an association, the first question raised is "why should I join—what's in it for me?" As a recruiter you have an opportunity to share with the individual the direct and indirect benefits of joining. Here are 11 tips and strategies that you can use in your recruiting efforts.

### **Tip #1. Share your own personal experiences since becoming a member.**

By sharing your own experiences, you help others recognize the purpose of the association and how it relates to what they are doing as adult and continuing educators. Build their desire to join by explaining how membership in the association has benefited you as a professional and how you have contributed to the association. Remember, professional adult educators have a calling and a commitment!

### **Tip #2. Since professional association membership costs money, be prepared to explain the tangible benefits.**

Most individuals expect to receive more than a membership card for joining. Be prepared to share copies of

publications sponsored by the association such as the newsletter, magazine, journal, or related training materials. Share all the fliers you receive from publishers announcing new materials and books that are related to adult and continuing education. Explain how this helps keep members abreast of new offerings, as well as the ever-changing strategies and approaches to helping adults learn. Relate this to what individuals are doing in their particular professional positions and how it can help them do their jobs better in a more informed way.

### **Tip #3. Explain the organizational and leadership structure of the professional association.**

Everyone has a fear of not "fitting in" a professional association, thus wasting their money and time. Explaining the organizational and leadership structure of the association helps show where mutual interests lie. Since most associations in adult and continuing education rely on volunteer leaders, you should encourage new members to join specific divisions and units and get involved in various leadership roles. Showing them an organizational chart and leadership roster helps expand awareness of the association and reinforces the fact that leaders are people with similar positions, backgrounds, and interests.

### **Tip #4. Consider taking the potential member to an adult and continuing education conference.**

Observing the excitement of the first-time conference attendee is especially gratifying. Taking the time to serve as a guide or mentor for the person will enhance the professional and personal benefits obtained by attending a conference. Conference attendance helps people meet others with shared interests and concerns about working with adult learners. It introduces them to new practices and ideas. It allows them to experience the sharing of ideas in informal conversations as well as formal presentations. And lastly, it helps them realize the importance of making a commitment to the field of adult and continuing education.

**Tip #5. Explain how professional association membership fosters lines of communication on the local level.**

Recognizing the number of individuals who participate in adult and continuing education professional associations, particularly those at the local, state, and provincial levels, can serve as a networking foundation. Connecting with others allows individuals to foster lines of communication, join together in various professional and practical efforts, and develop collaborative and cooperative ventures. No one likes to feel they are alone in trying to carry out the responsibilities of serving adult learners. Realizing that others are confronting similar tasks provides a foundation of support and networking.

**Tip #6. Use the recruiting time to demonstrate the need for continual professional and personal development.**

With the ever changing nature and pace of adult education, we in the profession must remain current, competent, and proficient. Professional association membership provides various opportunities to enhance professional and personal development through the services offered such as journals, conferences (national, regional, and thematic), networking, seminars, and personal contacts with other adult educators.

**Tip #7. Assist in showing potential members the multitude of opportunities for sharing their practical and research oriented activities with the field of adult and continuing education.**

Recognizing the contribution one makes is often difficult. Helping individuals realize that what they think is "ordinary" is often unique and very worth sharing with others outside the local program area. Encouraging them to develop and share program, instructional, counseling, or administrative strategies with others is important. This may be done by getting on the program at the conference, conducting a workshop or seminar, or writing an article for publication. If the person is unfamiliar with writing for publication, offer to serve as editor or co-author.

**Tip #8. Bring in members who have recently joined to talk about what they think of the association.**

Inviting individuals who have recently joined the association to discuss the benefits of membership can be a powerful strategy. Sharing their experiences with others in a relaxed and non-threatening manner will reinforce the points you have made and will demonstrate that you are not the only person who finds value in membership.

**Tip #9. Recruiting can be in a group setting or can be approached on a one-to-one basis.**

There are many opportunities to recruit new members into an association. If you are conducting a seminar or workshop or teaching a course, talk about the importance of belonging to a professional association and explain the professional and personal advantages and benefits. Carry a supply of application forms with you to hand out to individuals who have expressed interest in joining. Always allow time to speak to individuals about joining if they prefer to discuss it on an one-to-one basis.

**Tip #10. Follow up with those who have expressed an interest in joining.**

People lead busy lives and sometimes place joining an association as secondary to other tasks or responsibilities. A friendly telephone call or personal reminder is all that is needed for some to take the time to send in their membership.

**Tip #11. The basis of all recruitment is commitment.**

Convincing individuals to make a commitment to their own professional and personal development, to the field, and to society is the hallmark of recruiting new members into any association. It is paramount then to assist them in realizing that being part of the professional association is part of being identified with the profession.

### **Resources for Additional Information**

Brockett, R. G. (1989). Professional associations for adult and continuing education. In S. B. Merriam & P. M. Cunningham (Eds.), *Handbook of adult and continuing education*. San Francisco: Jossey-Bass Inc., Publishers.

Koloski, J., & Holden, J. B. (1987). Join your professional organizations. In C. Klevins (Ed.), *Materials & methods in adult and continuing education*. Los Angeles, CA: Klevins Publications, Inc.

Smith, W. L., Eyre, G. A., & Miller, J. W. (1982). Join your professional organizations. In C. Klevins (Ed.), *Materials & methods in adult and continuing education*. Los Angeles, CA: Klevins Publications, Inc.

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*Michael W. Galbraith is Associate Professor of Adult Education at Temple University, Philadelphia, Pennsylvania. He is a frequent winner of the AAACE Membership Award given annually at the fall Adult Education Conference.*

*Professional Tips for Adult and Continuing Educators* is published 3 times annually as a feature of *Online with Adult and Continuing Educators*. Permission is granted to reproduce the contents of *Tips* as long as appropriate credit is given to AAACE and *Online with Adult and Continuing Educators*.

Burton R. Sisco, Editor  
Associate Professor of Adult Education  
University of Wyoming  
307/766-3042

**TIPS ON SETTING UP A CRLA DISPLAY**  
by Becky Johnen  
1993-94 Coordinator of States/Regions/Chapters

CRLA has a portable display board that is available for use at state, regional, and chapter events. The board is updated annually by the Association Archivist. Requests for the display board are to be made through the Coordinator of States/Regions/Chapters.

CRLA also has a banner. This is usually kept with the display board. If needed, contact the Coordinator of States and Regions.

You can also create your own "portable" display board or area by using the following items:

1. CRLA Newsletters (copies are available from the Newsletter Editor)
2. Journal of College Reading and Learning (copies are available from the Journal Editors)
3. Journal Article Guidelines (copies are available from the Journal Editors)
4. CRLA Brochure (copies are available from the Membership Coordinator)
5. Conference Calls for Papers or Calls to Conference (copies are available from the President-Elect)

6. Sample Conference Programs (contact current President to see if there were any left from the most recent conference)
7. SIG Overview Lists (copies are available from the SIG Coordinator)
8. Sample SIG Newsletters (copies are available from each SIG leader)
9. Scholarship Forms (copies are available from the Awards and Scholarship Chair)
10. Photographs (use ones taken at events from your state or region or contact the Archivist for photos from CRLA conferences and other events)

## DISPLAY BOARD NOTES

To create an attractive and informative CRLA display, you can include in your display a variety of CRLA materials such as membership brochures, samples of the CRLA Newsletter, copies of the Journal of College Reading and Learning, brochures about the journal, proposals for the upcoming CRLA annual conference, advertisements about the conference, information about the International Tutor Certification Program, as well as information about the SIGs, PALs, and regional CRLA events. The following is a list of resource persons for collecting these materials for the display; so that the materials may be sent to you in time for your meeting, plan at least 2-3 weeks for the materials to be sent to you. You will need to contact them directly to let them know what you need and how many copies of the materials you will need for your meeting.

Item/Contact Person**Membership**

Rosalind Lee (604) 599-2706 work  
Kwantlen University College (604) 599-9521 voice mail  
8771 Lansdowne Road (604) 599-2716 fax  
Richmond, BC V6X 3V8 (604) 224-1413 home  
Canada rosalind@kwantlen.bc.ca

**Journals**

Jim Bell (604) 960-5555 work  
Learning Skills Centre (604) 960-6330 fax  
University of Northern British Columbia  
3333 University Way  
Prince George, BC V2N 4Z9  
Canada

**Newsletters**

Roz Bethke (913) 469-8500 x3792 work  
Johnson County Community College (913) 469-4409 fax  
12345 College Blvd. (913) 422-7774 home  
Overland Park, KS 66210 rbethke@johnco.cc.ks.us

**Conference Information**

Michael O'Hear (219) 481-8500 x3792 work  
Indiana University-Purdue University (219) 481-6880 fax  
Fort Wayne, IN 46805 ohear@cvax.ipfw.edu

**ITCP/Tutor Certification**

Gladys Shaw (915) 747-5366 work  
Tutoring and Learning Center (915) 747-5486 fax  
University of Texas-El Paso  
300 Library  
El Paso, TX 79968

**PALS**

Becky Johnen (304) 233-5900 x4461 work  
West Virginia Northern Community Coll. (304) 233-4402 fax  
Wheeling Campus (717) 228-1545 home F-S  
1704 Market Street (412) 941-3752 home M-Th  
Wheeling, WV 26003-3699 BJOHNEN@nccvax.wvnet.edu

## College Reading and Learning Association (CRLA)

### **DESCRIPTION**

CRLA is a dynamic community of leaders in the fields of reading, learning assistance, developmental education, and tutorial services. The association seeks to give practical application to research and to promote the implementation of innovative strategies to enhance student learning and make a positive difference in the lives of students.

The mission of the association is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

The goals of CRLA are to provide opportunities for dialogue among professionals; to cooperate and coordinate with other professional organizations in the fields of and related to reading; to increase the quantity and enhance the quality of strategies and techniques used to imprve student learning; to provide information and consultants to groups enacting legislation directly related to college reading, learning assistance, developmental education, and tutorial services; and, to act to ensure an environment where effective learning can take place.

### **SERVICES**

- . The Journal of College Reading and Learning
- . a quarterly Newsletter
- . discounted subscription rates to The Journal of Developmental Education and Review of Research in Developmental Education
- . annual conference
- . state chapter (Oregon Chapter of CRLA)
- . special interest groups
- . Tutor Registry
- . Tutor Certification Program
- . A Learning Assistance Glossary
- . research scholarships
- . scholarships to graduate students

### **MEMBERSHIP**

- . \$40 annual dues
- . for information contact: Robin Bischof, Membership Coordinator, Chemeketa Community College, P.O. Box 14007, Salem, OR 97309 (Phone 503-399-3911; fax 503-399-5214)

### **LOCAL CONTACT**

June Benson, 1993-94 President  
Oregon State Chapter of CRLA  
Chemeketa Community College  
P.O. Box 14007  
Salem, OR 97309  
503-399-8613

**REQUESTS FOR CRLA DISPLAY BOARD  
FOR USE AT STATE AND REGIONAL CONFERENCES**

CONFERENCE DATES	CONTACT PERSON, ADDRESS, AND PHONE NUMBER

When you are finished with the CRLA Display Board, please send it to the next person on the list. Use the least expensive mode of transportation that will guarantee delivery on time. Depending on the time between the end of your conference and the beginning of the next, that may be regular UPS or second-day air (also a UPS option). Please insure that the display board will arrive by at least two working days before the first day of the conference.



This CRLA STAMPshould be forwarded to the next individual who holds your current position. Please send these directions along.

## ALLEN PRE-INKED STAMPS

NO OTHER PRODUCT SOLVES SO BIG A PROBLEM AT SO LOW A COST.

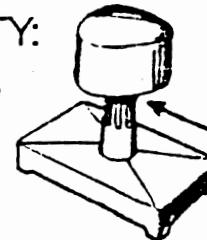
**GUARANTEE:** Your stamps are guaranteed for 6 months against defects in material and workmanship.

- Actions which void the guarantee:
  1. Direct contact with an ink pad.
  2. Use on chemically treated copy paper.
- Upon receipt of your stamps:
  1. Check them for accuracy. We will replace incorrect stamps. but not materials stamped with an incorrect stamp.
  2. Check them for proper functioning.
- If there is an error or defect caused by Allen Marking Products, Inc.
  1. Make an imprint of your stamp.
  2. Indicate the error & the needed correction.
  3. Include your invoice number, name & address on the paper.
  4. Mail it to: Allen Marking Products, Inc.  
 P. O. Box 413925 - (816) 842-0963  
 Kansas City, MO 64141  
 Toll Free 1-800-825-0150 - FAX 1-816-221-4294
  5. Retain the invoice. Pay upon receipt of the replacement stamp.

### TIPS TO IMPROVE PERFORMANCE:

- Use moderate but firm pressure.
- Clean the surface of the stamp periodically with a piece of scotch tape. This removes lint & dirt which clog the ink pores.
- Do not store the stamp with the printing surface in direct contact with any surface.
- Discarding the shipping cover will not affect the stamp performance or life.

### PRECISION MOUNT ADJUSTABILITY:



- The Precision Mount (picture) is designed to improve impressions & prevent overprinting.
- The darkness of the imprint is controlled by the collar dial (arrow).
- Turn it counterclockwise for a darker imprint.  
 Turn it clockwise for a lighter imprint.

### THESE STAMPS ARE RE-INKABLE

- Use Porelon Ink ONLY From Allen's
- Do not allow stamp to dry out before re-inking.

D-13



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### **CRLA Color**

The CRLA Logo is printed in a turquoise color. The number of the printer's ink is PMS 320.



**Oregon Chapter  
NEWSLETTER  
Fall 1995**

**College Reading and Learning Association**

**1996 Canadian International  
Symposium Proposal  
Deadline Extended**

The deadline for proposals has been extended to October 20, 1995. The Planning Committee is accepting proposals for three-hour symposia and 75-minute round table presentations. The Call for Papers is included in this mailing.

This conference is entitled "International Symposium on Teaching & Learning: Changing With the Times." This will be a very different and a much smaller conference than we have come to expect. There will be no state meetings, no SIG meetings, and only one food function. This is being billed as a *working conference*: less listening, more doing, and more discussion. It is scheduled at a resort in the Canadian Rockies, west of Calgary. Registration is limited to 250 people.

**State Fall Conference Scheduled  
Friday, October 20, 1995  
Chemeketa Community College**

Our next fall conference is targeted for instructional assistants, tutors, learning center staff, and anyone who trains tutors.

Dr. Tom Gier and Dr. Karan Hancock of the University of Alaska will present a morning workshop on "Tutoring: Communication, Awareness, and You." They are the creators of the CRLA tutor certification program.

The afternoon will consist of informal round table discussions on a variety of topics. The registration fee will be \$25.00 and includes lunch.

The conference fliers were sent earlier this month.

**1995-96 CRLA Officers**

**President**  
June Benson, 399-6048  
Chemeketa Community College

**Treasurer**  
Dan Groah, 399-5162  
Chemeketa Community College

**Past President**  
Lucy MacDonald, 399-5242  
Chemeketa Community College

Would you like a news item included in our Winter 1996 newsletter? Please send it to June by January 10, 1996.



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Harrisburg Area Community College-Lebanon Campus  
735 Cumberland St., Lebanon, PA 17042

May, 1996

TO: CRLA Members in Pennsylvania and New Jersey

FR: Becky Johnen, Regional Director  
Office phone - 717-270-6310; home phone - 717-228-1545; fax - 717-270-6385  
E-mail - [etjohnen@hacc.01b.hacc.edu](mailto:etjohnen@hacc.01b.hacc.edu)

RE: May Musings

#### **GREETINGS**

Since I haven't had much news from national to share with you, it has been awhile since my last note. I do hope all is well and that everything is going fine for you. Hard to believe that another academic year will soon be over!

I haven't heard much about the symposium in Kananaskis. If you attended, let me know and share your thoughts, perceptions, etc. about the event.

#### **CRLA NEWS**

The Awards and Scholarship Committee is accepting applications for the Scholarship Application, Research Assistance Award, Distinguished Research Award, and the Robert Griffin Long and Outstanding Service Award. Forms for these are enclosed with this mailing. Application deadline is August 15, 1996.

If you've not already receive the spring edition of the Journal of College Reading and Learning, (JCRL) you soon will. The new logo/cover design and layout features really look sharp! An ongoing concern for the journal is a need for good articles that reflect the multidimensional nature of CRLA. As you participate in a variety of other professional organizations, would you be on the lookout for potential authors and articles? If you come across someone, please give them a copy of the JCRL brochure that is enclosed with this mailing.

Did you know that one can get a subscription to JCRL without being a member of CRLA? Does your institution subscribe to JCRL? Do you know an agency who would benefit from the information in the journal? The enclosed brochure is something that you could give to your acquisitions librarian or to an agency director encouraging them to subscribe to the journal.

#### **CRLA CONFERENCES**

October 30-November 2, 1996, our 29th annual conference, CATCH THE DREAM: STUDENT SUCCESS IN THE 90'S, takes place in Albuquerque, New Mexico. Dr. Arnold Mitchem, Executive Director of the National Council of Education Opportunity Association which directs the federally supported TRIO programs, will speak on equal educational opportunity and its role in academic excellence. Preliminary conference information is enclosed with this mailing. You can now also visit CRLA's web site for more information: <http://www.msdc.edu/~crla/>



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TO: Ohio River Valley Members  
 FROM: Dorothy Bonser, Director *D. Bonser*  
 DATE: September 12, 1996  
 SUBJECT: *Catch the Dream, CRLA 1996 Annual Conference*  
 Pre Registration Deadline: *September 27, 1996*

Hello Again!

I hope that all of you had a restful summer and are ready to think about attending the **CRLA 1996 Annual Conference, Oct 30 - Nov 3, 1996**. Those of us who were fortunate to participate in the winter symposium last April in Alberta are certainly looking forward to a continuation of the excellence we enjoyed.

Conference planners tell me that in Albuquerque there will be more than 100 sessions, including presentations, workshops, and roundtable discussions on subjects ranging from creating your own web page to radically re-engineering reading courses to dialogue journals to speed studying. Since several Ohio Valley CRLA members are among those presenting, you may wish to attend to give them your support.

SIG events have been conveniently combined with breakfast and lunch times so that you may enjoy the informal environment in sharing your ideas. The "Lunch with a Mentor" sessions, which are limited to 11 participants, offer a variety of opportunities to learn what several experts have to say and to really share ideas about such subjects as designing learning centers, pairing classes, and even virtual food!

Featured speakers at the conference, Rosa Guerrero and Dr. Arnold L. Mitchem, will speak on multiculturalism and equal educational opportunity.

You should have received your copy of the *Call to Conference* booklet which includes information about all of the above, special events, local attractions, and the registration forms. If you have questions or want more information, visit the attractive, informative web site (<http://www.msdc.edu/~crla/>) or, call Vince Orlando, CRLA President, (303-556-5390, e-mail [OrlandoV@MSCD.EDU](mailto:OrlandoV@MSCD.EDU)) or Co Chairs, Karen Olson and George Ann Drennan, (505-277-7208, e-mail [Kolson@UNM.EDU](mailto:Kolson@UNM.EDU)). Remember to send your pre registration form in by **September 27**.

As I suggested last spring, if you have ideas for our Ohio Valley Chapter, please contact me. I appreciated hearing from those of you who responded to my earlier memo. I hope to see you in Albuquerque.

Dorothy S. Bonser  
 Professor, Developmental Education  
 Owens Community College  
 PO Box 10,000  
 Toledo, OH 43699-1947

419 661 7532  
 Email: <[dbonser@uoft02.utoledo.edu](mailto:dbonser@uoft02.utoledo.edu)> or <[dbonser@owens.cc.oh.us](mailto:dbonser@owens.cc.oh.us)>



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26 September 1995

TO: Alaska CRLA Members  
FROM: Genie Babl *Babl-*  
Alaska CRLA State Director  
SUBJ: 1995 Annual State Meeting

It's time once again for the annual state meeting for the Alaska College Reading and Learning Association! We will be convening

**Friday, October 6th  
from 2:30 to 4:00 pm  
in the Reading/Writing Center (101A Sally Monserud Bldg., UAA).**

This year's meeting will focus on conference proposals for CRLA's International Symposium on Teaching and Learning, April 19-20, 1996 (see attached "Call for Papers" and "Invitation to Chair a Session"). Since our meeting will be held two weeks before the proposal deadline (October 20th), we can share our proposal drafts with each other for last-minute feedback and encouragement. Also, I hope that focusing on conference proposals will give everyone the incentive to submit one this year. It's a great professional experience to present one's work at CRLA.

We have two additional noteworthy items on our agenda. Tom Gier, Past President and Coordinator of States/Regions for CRLA, will start us off with a keynote address at 3:00 pm (supplemented, he assures me, with indispensable handouts). Second, our in-coming State Director, Suzanne Forster, will be introduced and "inaugurated."

Before, during and after all of the above, we will feast on refreshments. (Please RSVP, so that I can plan the food.)

We always seem to have a great time together, whether it's in Alaska or around a pool in Tempe, Arizona--so I hope to see all of you on October 6th!



**From:** Saundra E. Villafane, CRLA N.E. Regional Director  
Academic Skills Coordinator  
St. Lawrence Univ. Whitman Rm. 220  
Canton, New York 13617  
Office Phone - (315) 379-5600  
Fax # - (315) 379-5502  
e-mail address - SVIL@MUSIC.STLAWU.EDU

My apologies to you for taking so long to get to this. I am still not completely organized around this new position of responsibility. I have not received CRLA letterhead (guess that is self-evident...) but with time we'll have all the official trappings. Time has just vanished since the conference in April. Spring into Summer is always like that but this year has been especially tricky. Here at St. Lawrence University, and in New York State in general (as you New Yorkers are well aware!), fiscal crisis has been in the forefront. The State budget is in and, though battered and 25% poorer, our program (the Higher Education Opportunity Program - HEOP), is still in existence and I still have a job. That means its time for me to pay the attention to you all and kick off our newly formed North Eastern Division of CRLA with the first of the Newsletters I committed to. Thanks for your patience!

#### CRLA 26TH ANNUAL CONFERENCE

It was great. So much information, networking, and idea-sharing! If you were there, you know it. If you were not there, we hope you can be there next year. In the meantime...I will try to give you some of the highlights and most relevant information. I am enclosing instructions on how to join LRNASST (an on-line discussion group on developmental education) so you too can give, receive, & exchange current facts & theory in our fields of education. Also, information on a listserve (an automated system for maintaining academic discussions among people who have subscribed and want to network through e-mail with others who share a common interest). By the way, I subscribed and can attest to the fact that it covers a wide range of aspects of teaching & learning, including study skills, tutoring, learning centers, student centered education, tutoring, etc., etc., etc., and, much, much more... even job listings. If you are on e-mail you should really subscribe to this.

#### THE CONFERENCE'S PLENARY SESSION FOCUSED ON FOUR ITEMS:

1. CRLA annual dues - the issue of raising dues from the current \$40 to \$50  
Your input on this proposal? The funds from this increase would be designated for the hiring of a mailing/secretarial service to better facilitate the distribution CRLA newsletters, journals, calls for papers & conferences, etc.



2. Conference sites... how important do you feel it is to vary geographic location terms of West, Mid-West, Southwest, Northwest, etc. for the sites? Would you like to revisit certain sites on a regular basis? If so, which ones? What have been some of the best conference hotel arrangements? What made these more attractive, comfortable &/or convenient for you? What are the top 3-5 hotel features that should be considered in hotel selection? Please offer your opinions.
  
3. CRLA Membership... we would like suggestions for increasing cultural diversity, recruitment of new professionals, and, increasing membership in general. I believe mailings to education organizations such as HEOP, C-STEP, etc. here in N.Y. state, and mailings to all major colleges' academic resource or student service centers, etc. in each of our states would be a good starting place. Perhaps you have professional networking mailing lists you could send information to - and of course, e-mail lists. Input would be very welcome!
  
4. Focus of CRLA Board for 1995-96... what are some areas that you feel should be addressed? What areas that have been addressed should get greater or more improved focus? What, if any, areas should receive decreased attention or even be considered for deletion? We need the benefit of your professional opinion.

NOTE: Send ideas, answers to these questions, and information &/or input to...

Pat Mulcahy-Ernt, CRLA President  
 Western Connecticut State University  
 Department of Education & Ed. Psychology  
 Danbury, CT 06810

Since I am so new at this Newsletter & Regional Director business, Becky Johnen, Pennsylvania & New Jersey Regional Director, was kind enough to send me a copy of her Newsletter (which I am "borrowing" from in abundance) and has offered her assistance until we get settled into a working region. I greatly appreciate her generosity and would like to share a few of her region's ideas as "seed" material for our future & format to see what you think, and as a starting place for ideas for what you would like to have included in our Newsletter. Here they are:

- creation of a list of organization in our states and surrounding areas that have similar goals to CRLA; sharing information on when those groups hold conferences, workshops, or meetings, etc. They include some of this information in a section entitled "Conference Calendar" in their Newsletter.
- surveying our membership & developing an "expertise" guide. If anyone would like to offer suggestions as to information questions for such a survey, that would be most welcome. Just send directly to me - and thanks!
- sharing membership list with everyone, including snail-mail and e-mail address
- featuring one or two members in each mailing, after we have done the survey, based on the information gathered from the survey.
- sharing information gained from conferences attended - Becky has a "Conference Corner" section in her Newsletter.



**Midwest College Learning Center Association Tenth Annual Conference, September 27-29, 1995.** "Joining the conversation: Sharing Perspectives Across Learning Communities.: Evanston, IL. For information contact Shevawn Eaton, Director, ACCESS, Educational Services & Programs, Williston East, Northern Illinois University, De Kalb, IL 60115. Phone (815) 753-1141; fax (815) 753-6276

**Iowa-Missouri & Kansas-Nebraska Chapters of CRLA along with MRADE present "A History of Success", October 5-6, 1995, St. Joseph, MO.** For information contact Jan Norton, Missouri Western State college, 4525 Downs Drive, St. Joseph, MO 64507. Phone (816) 271-4536; internet - norton@griphon.mwsc.edu

**Conference for Academic Skills Programs: Sail to Success, October 26-27, 1995, Corpus Christi, TX.** For information contact Dr. Helen H. Allen, CASP Co-Chair, University of Houston-Downtown, 1 Main St., Houston, TX 77002-1001

**Learning Assistance Association of New England, Twelfth Annual Conference, October 27, 1995,** Burlington, MA (Northeastern University Campus), "The Challenge to Change". For information contact Joseph O'Neil, Massachusetts Bay Community College, 19 Flagg Drive, Framingham, MA 01701.

**Winter Institute '96, January 2-6, 1996, "The Learning Assistance Professional as Manager", Tucson, Arizona (flyer enclosed)**

\*If your know of any other conferences, please let me know and I will list them in the next Newsletter. Also...if you attend a conference or workshop and are willing to share valuable & relevant information of a session or handout material, please send items to me and I will try to include it in the following Newsletter.

## CULTIVATING COLLEAGUES

Remember to promote CRLA to your colleagues. If you need brochures or other information on the association, let me know. I have a small stock of brochures coming with the letterhead. I believe we have significant "untapped" professionals here in the Northeast and CRLA could benefit from their knowledge & expertise. We should all spread the word to those folk and get them aboard. They, in turn, would benefit from CRLA. So lets do what we can to build up membership and expand our network.

\* Please also send me suggestions for survey questions (ASAP) What do we want to know about our membership and what information would be most valuable for sharing? Do we want a separate membership card & do we want anything other than a newsletter as an information & professional networking vehicle? What should our priorities be? Or...lets just keep it simple and simply channel information? My sense it that as a group, especially if we do a yearly "think tank", we will evolve in a natural way to serve our needs as they are revealed for all practical purposes.



- including a "What Works for You" column to the letter, highlighting something you have found to be successful. You could send your suggestions, ideas, etc. to me to be included in the next mailing.
- sharing concerns we have about the profession

Those are the major highlights from their regional discussion. Since our brief meeting was so sparsely attended and because I was pretty lost at the time - I would love to have OTHER SUGGESTIONS from all of you. Please send as soon as possible to me at the address at the beginning of this Newsletter. Please include your feelings and opinions regarding the above ideas, as to what you think we should "borrow" from Becky's group and what we should title sections, etc. I know they won't mind and it gives us a good starting place. We did talk about a regional mini-conference or "think-tank". Is that a feasible idea? Any suggestions? St. Lawrence does have a conference center in the Adirondacks near Lake Placid. It's a "rustic" lodge - with "cabins" of varying sizes, with fireplaces, sleeping 4, 6, 8 or more (main lodge building) etc. It's on the waterfront. As of this time the following dates are available for 1996...May 25th thru the 27th, May 30th thru June 1st, and \*June 8th thru the 10th. Lots of bug repellent would be the order of the day! Cost is very reasonable at \$65.00 per person per day (includes 3 meals + 1 night's lodging). I love it there, but then I love "rustic". There is a beach, boats and recreational equipment available. It can accommodate up to 65 people. \*(my vote...)

## CONFERENCE CALENDAR

1995-96 is a year of transition for CRLA - transition from a Spring to Fall conference. So that the association doesn't have 18 months in between conferences, a special symposium will be held April 18-20, 1996 - CRLA International Symposium on Teaching & Learning: Changing With the Times - held at Kananaskis, Alberta, Canada, at The Lodge at Kananaskis, in the beautiful Canadian Rockies west of Calgary. For details contact Perry Franklin, On-Site Chair. E-mail: pfranklin@mtroyal.ab.ca, Voice mail: (403) 240-5934, and, Fax: (403) He can send you registration information and booklets.

The new Fall conference - The CRLA 29th Annual Conference, "To Catch a Dream: Student Success in the 90's" will be held in Albuquerque, New Mexico, October 31 to November 3. \*Information sheet & call to conference enclosed.

MCLA Summer Institute, July 11-15, 1995 To be held at Loyola University, Chicago, IL. For information contact Johanna Dvorak, DLSEO/Mitchell 135, University of Wisconsin, Milwaukee, P.O. Box 413, Milwaukee, WI 53201

Summer Institute for Developmental Educators, July 15-28, 1995, San Antonio, TX For information contact Nancy Wacker, Conference Services, Division of Professional & Continuing Education, The University of Texas at El Paso, 500 West University Avenue, El Paso, TX 79968-0602. Phone (915) 747-5142 or fax (915) 747-5538



College  
Reading &  
Learning  
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

June 12, 1996

Summer Greetings!

I hope most of you are still at the address listed on your label. Otherwise this may be a "fall" issue for you. Some exciting things have happened to members of our Ne./Ks. CRLA chapter since last we exchanged greetings. First and MOST exciting is the news that our very own Dr. Kathy Carpenter was elected the new CRLA president. We are delighted and proud that she will be serving in this capacity. Knowing her as we do, we know that CRLA is in very good hands for this next year. I was honored to receive the national NADE Completed Research Award for 1996 at the Little Rock conference in March. Since much of the research grew out of my dissertation, it was particularly gratifying. (When you're in the middle of dissertation work, you don't really think anyone will ever read what you're doing, let alone publish it and actually give you money for it!) Pat Jonason has been on sabbatical from Johnson County Community College and has been involved in some exciting ventures in Colorado. We hear rumors of a vacation getaway in the mountains. Other exciting word from Colorado is that our former Ne./Ks. CRLA president, Faye Dorwart, will soon be joining the staff at Colorado State University as Coordinator of Services in the Resources for Disabled Students Office (current email address is [fdorwart@frii.com](mailto:fdorwart@frii.com)). Maybe Pat and Faye could have a summer Ne./Ks CRLA retreat in Colorado; know we'd all love to attend!

Several reminders seem appropriate long about now. I'm not sure how many of you were able to attend the Canada CRLA conference in April. If you didn't, perhaps (as I did) you may have forgotten to renew your national CRLA dues. Hopefully, you were so organized that you sent your renewal in January (or even December); however, if you usually sent your dues along with registration for the spring conference, it may have slipped your mind that your dues have now expired. If you have never been a member of the national CRLA, this is an excellent time to join. You receive the Journal of College Reading & Learning as part of your membership as well as many other benefits. A membership form is included in this letter. Let's have a record number of Nebraskans and Kansans join in support of our new CRLA President.

I also want to call your attention to CRLA's 29th Annual Conference, October 30-November 3 1996, in Albuquerque, NM. This will be our first fall annual conference, and it sounds as if it

will be a great one. Many interesting sessions and even a side trip to Santa Fe are already planned. Plan now to attend and get your request for travel funds in before any travel fund freezes (too late for those of us in the Nebraska University system). I'll be loading up the Jeep and driving for any of you out there who aren't keen on flying (or who have also lost travel funds).

Any of you wanting more of our Ne./Ks. CRLA brochures, just call or email me. Dr. Karen Smith, who keeps the CRLA archives, was impressed and encouraged me to send one to each of the other CRLA chapters and challenge them to do as well. I declined that opportunity but appreciated her enthusiastic and supportive remarks.

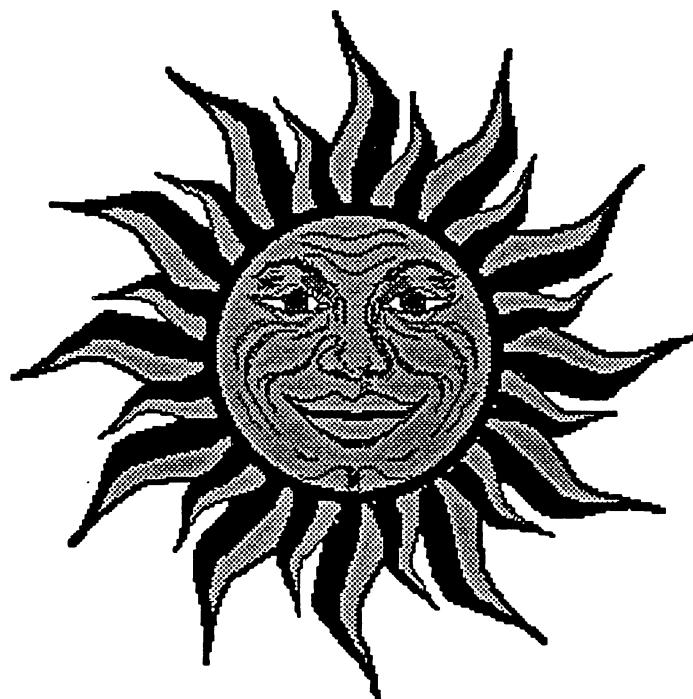
Have a relaxed and restful summer and hope to see you in New Mexico.

Judy Harrington



Ne/Ks CRLA Pres.  
Phone: 402-554-2874  
FAX: 402-554-3776  
Email: harringt@fa-cpac.unomaha.edu

**Section E:**  
**Conference Planning**



**SUGGESTIONS AND GUIDELINES FOR REGIONAL MEETINGS**

1. CRLA money is not available for speakers, so the cost of the meeting must be provided in registration fees and/or publisher's exhibits.
2. Special funding may be requested to help defray publicity and communication costs or speakers' travel expenses.
3. No accounting is made to CRLA, unless special funding is awarded.
4. Investigate whether one of the host schools can pick up costs for print and mailing.
5. In general, use members as resources for speakers and/or program activities.
6. The State/Regional Director is usually the host or hostess, but the Director does not have to have the conference at his or her school.
7. Select the meeting date carefully to avoid conflicts with other professional organizations. Investigate the possibility of joint conferences when schedule conflicts might arise.
8. Form a steering committee to help spread out the work.
9. Two conference announcements are suggested: one very early and the second about 2-3 weeks before the meeting.
10. Investigate the use of your college's staff development funds, and ask other members of your college staffs to attend if extra funding is necessary.
11. Planning should include the following items:
  - a. A map to the meeting place
  - b. Provision for parking
  - c. Luncheon (collect money in advance)
  - d. Dinner or social activities are welcome additions for the evening when members come a long distance to attend the conference.
  - e. Room should be large enough for the group
  - f. A tour of relevant programs on campus
12. IF CRLA MEMBERSHIP FEES ARE INCLUDED IN THE CONFERENCE FEES, THE CRLA MEMBERSHIP APPLICATION INFORMATION AND THE MEMBERSHIP FEES SHOULD BE SENT TO THE TREASURER WITHIN TWO WEEKS OF THE CONFERENCE.

(Bogue, Spaulding, Fisher - 3/19/78)

Revised April 1990

Revised March 1994

ORGANIZING A STATE/REGIONAL MEETING

The following handouts contain ideas generated at the 1985-1986 State/Regional Director's Workshop for organizing a state/regional meeting.

**Activities Needed to Put on a State/Regional Conference****I. Initial Planning****A. Program Organization**

1. Director
2. Conference Organizer
3. Various Committees
  - a. Audio-visual
  - b. Entertainment
  - c. Exhibits
  - d. Food
  - e. Hospitality
  - f. Registration
  - g. Signs & tickets
  - h. Tours (if scheduled)
  - i. Keynote speaker
  - j. Workshops & institutes

**B. Planning/Conference Treasurer**

1. Budget
2. Agenda
3. Keynote speaker
4. Workshops
5. Advertisements
6. Evaluations

**C. Follow-up**

1. Letter to members
2. Financial Report
3. Report to national
4. Thank you's to participants

**Time line for Planning a State/Regional Conference**

**Plan far ahead to 1) allow inclusion of funding in fiscal year requests  
2) get permission from administration to go.**

12 months - organize planning committee  
check site possibilities (hotel cost, nearby things to do)  
10-11 months - update mailing list  
rough draft of conference information  
9 months - initial mailing  
8 months - deadline for return mailing  
7 months - letters to presentors  
keynote speakers  
6 months - deadline for proposals  
5 months - brochure design  
notify presentors  
printing brochure  
4 months - name tags  
folders  
fillers  
2 months - deadlines - hotel/registration  
1 month - finalizing

### Registration

1. Work closely with Conference chair
2. Design registration form - national model
3. Mailing list - organization - labels
4. Late registration fee - decide if you want one
5. Computerized is helpful
6. People power - super public relations - use them
7. Records - finance, forms
8. System set up in advance
9. Book with pre-registration forms
10. Preprint receipts
11. Information/Welcome/Hospitality away from registration -
12. Back up persons
13. Membership perks

### Communication/Co-hosting

1. Clarification of goals/missions of the groups
2. Firm (written) understanding of money concerns (who spends what, who gets what profits)
3. List duties of conference planners/require conference planners to keep records of tasks, expenditures, problems - to pass on to leaders of next co-hosted conference.
4. Do planning of conference in person, if possible (or at least conference calls).
5. Have one central registration procedure - not each group registering its own folks.
6. Debriefing after conference, to evaluate and settle unfinished business (finances, e.g.); also to change planning of next conference.

15th Annual Conference

CASP'S

Quinceañera:  
coming of age

College Academic Support Programs  
October 2 ~ 4, 1996  
Driskill Hotel  
Austin, Texas

*College Academic Support Programs*

**CASP '96**  
*Quinceañera: Coming of Age*

*October 2 - 4, 1996*

*Driskill Hotel*

*Austin, Texas*

*Sponsored by:*

*Texas Association for Developmental Education*

*Texas Chapter of the College Reading and Learning Association*

*Texas Higher Education Coordinating Board*

## COLLEGE ACADEMIC SUPPORT PROGRAMS

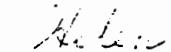
October 2, 1996

Dear Colleagues,

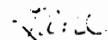
Welcome to our special celebration—our Quinceañera. We—Texas College Reading and Learning Association and Texas Association for Developmental Education along with the Texas Higher Education Coordinating Board—are excited about our fifteenth annual CASP Conference. Many of us have been instrumental in the success of CASP since our beginning: some have joined along the way, while for others, this is the first CASP Conference. We will all be "Coming of Age" together, remembering our past and looking to our future.

The site and program teams, led by Santiago Silva, President-elect of TADE and Russ Hodges, President-elect of TxCRLA, have done an outstanding job of planning a program that takes full advantage of the opportunities available in Austin for both professional development and personal fun. The institutes, the concurrent and poster sessions, the site visits, the panel discussions, and the keynote address will expand our knowledge; the awards banquet, the celebration luncheon, and the excitement of Sixth Street will give us time to relax with old and new friends. For those who want to know Austin better, there is even a special day-long tour on October 5th.

Once again, welcome to the party!



Helen Allen  
President, TADE



Lane Johnson  
President, TxCRLA

TEXAS CHAPTER — COLLEGE READING AND LEARNING ASSOCIATION

TEXAS ASSOCIATION FOR DEVELOPMENTAL EDUCATION



BRUCE TODD  
MAYOR

P.O. BOX 1088  
AUSTIN, TEXAS 78767  
A/C 512 499-2250  
FAX 512 499-2337

October 3, 1996

W E L C O M E !

As Mayor of the City of Austin and on behalf of our citizens, it is with pleasure that I welcome educators and leaders in Texas higher education to the Capital City for the fifteenth annual Academic Support Programs (CASP) Conference.

I am confident that you will find in Austin a vitality and warmth that is unsurpassed. Our city offers the widest possible options for your entertainment and enjoyment - shopping, the arts, superb cuisine, exciting nightlife, and exceptional parks and lakes. We are home to The University of Texas at Austin, St. Edward's University, Huston-Tillotson College, and Concordia Lutheran College, as well as many cultural and historical sites.

We know your conference will be a success. Austin prides itself in providing a perfect atmosphere for gatherings such as yours. The full resources of our city - public and private - are at your disposal.

Best wishes for a most successful event.

Sincerely,

A handwritten signature in black ink that reads "Bruce Todd".

Bruce Todd  
Mayor

## ***Conference at a Glance***

**Wednesday, October 2**

1:00 p.m. - 5:00 p.m.	Exhibitors Set Up
1:00 p.m. - 7:00 p.m.	Registration
1:00 p.m. - 3:00 p.m.	Network with Your Legislator
3:00 p.m. - 5:00 p.m.	Institutes
3:00 p.m. - 5:30 p.m.	Site visits-ACC/UT/ Huston-Tillotson
4:00 p.m. - 6:00 p.m.	CASP Board Meeting
6:30 p.m. - 9:30 p.m.	NES Seminar for TASP Essays

**Thursday, October 3**

7:30 a.m. - 6:00 p.m.	Exhibits
7:30 a.m. - 6:00 p.m.	Registration
8:00 a.m. - 10:00 a.m.	Institutes
10:00 a.m. - 11:00 a.m.	Newcomers' Orientation
11:00 a.m. - 11:30 a.m.	Moderators' Orientation
11:00 a.m. - 11:30 a.m.	SIG leaders' Orientation
11:00 a.m. - 12:30 p.m.	Lunch on Your Own
12:30 p.m. - 1:50 p.m.	Opening Session with Panel
2:00 p.m. - 2:50 p.m.	Concurrent Sessions
2:50 p.m. - 3:15 p.m.	Break with Refreshments
3:15 p.m. - 4:05 p.m.	Concurrent Sessions
4:15 p.m. - 5:00 p.m.	Poster Sessions/Materials Exchange
5:00 p.m. - 5:45 p.m.	TxCRLA General Meeting
5:45 p.m. - 6:30 p.m.	TADE General Meeting
6:30 p.m. - 7:15 p.m.	Reception
7:15 p.m. - 9:30 p.m.	Awards Banquet
9:30 p.m. - ???	Sixth Street

**Friday, October 4**

7:30 a.m. - 11:30 a.m.	Registration
7:30 a.m. - 8:45 a.m.	Continental Breakfast
8:00 a.m. - 8:50 a.m.	Concurrent Sessions
9:00 a.m. - 9:50 a.m.	Concurrent Sessions
10:00 a.m. - 10:50 a.m.	Special Interest Groups (SIGs)
11:00 a.m. - 11:50 a.m.	Concurrent Sessions
12:00 p.m. - 1:30 p.m.	Celebration Luncheon
2:00 p.m. - 4:00 p.m.	Institutes
4:00 p.m. - 5:30 p.m.	CASP Board Meeting

**Saturday, October 5**

9:00 a.m. - 5:00 p.m.      Tour of Austin

	<b>Driskill (Main Level)</b>	<b>Paramount (Main Level)</b>	<b>Jim Hogg (Mezz. Level)</b>	<b>Citadel I (Mezz. Level)</b>	<b>Citadel II (Mezz. Level)</b>	<b>Citadel IV (Mezz. Level)</b>	<b>San Jacinto (Lower Level)</b>
<b>THURSDAY 2:00-2:50 p.m.</b>	<i>Rdg./Lrng. Skills</i>  Tackling tough texts  <b>Goodgame &amp; Snouffer</b>	<i>Rdg./Assessment</i>  TASP reading remediation: Outcomes and implications  <b>Wardlow &amp; Platt</b>	<i>Mathematics</i>  Making connections between classroom math & real world math  <b>Rives</b>	<i>Critical Thinking</i>  Beyond comp: Improv. cog. dev. through SI  <b>Constant &amp; Holladay</b>	<i>Lrng. Skills/Couns.</i>  Learning styles: Recognition and delivery strategies  <b>Vislocky</b>	<i>Writing</i>  Using cooperative learning as a means to improve writing  <b>Goodwin &amp; Mills</b>	<i>Rdg./Wtg./ESL</i>  Language, culture, instruction: The dev. classroom of the future  <b>Maitland, et. al.</b>
<b>THURSDAY 3:15-4:05 p.m.</b>	<i>Lrng. Skills</i>  A peer facilitated approach to SI leader training  <b>McGee, Callen &amp; Priddy</b>	<i>Acad. Adv./Couns.</i>  High school college prep. courses & subsequent TASP performance  <b>Swanson</b>	<i>Critical Thinking</i>  Metaphor as learning device: Systematicity in mathematics, logic, grammar  <b>Denson &amp; Kane</b>	<i>ESL</i>  Conversational English for ESL: Using emotionally charged topics  <b>Krause &amp; Reyes</b>	<i>Mathematics</i>  Alternative pathways through developmental mathematics  <b>Miller &amp; Leibman</b>	<i>Rdg./Lrng. Skills</i>  Linking dev. reading/writing courses to gen. ed. courses  <b>Minus &amp; Schumaker</b>	<i>Wtg./Crit. Thk.</i>  Infusing critical thinking into developmental writing: Why the fuss?  <b>Archield, et. al.</b>
<b>FRIDAY 8:00-8:50 a.m.</b>	<i>Technology</i>  Promoting academic support services via the World Wide Web  <b>Fest &amp; Laurent</b>	<i>Lrng. Skills</i>  Armadillos & longnecks-now that you're attentive-let's study  <b>Moran &amp; Hayman</b>	<i>Math./Lrng. Skills</i>  Excel: A program designed to increase TAAS and TASP scores  <b>Hall &amp; Dalrymple</b>	<i>Acad. Adv./Couns.</i>  The demographic imperative & dev. ed: Are we prepared?  <b>Lyman &amp; Payne</b>	<i>Lrng. Skills/Coun.</i>  One o'clock jump: A step towards retention  <b>Knight &amp; Griffin</b>	<i>Wtg./Lrng. Skills</i>  Working class students and remediation: Overcoming class codes & etiquettes  <b>Gos</b>	<i>Rdg./Lrng. Skills</i>  Making the connection btwn. rdg., task, and strat. through application projects  <b>Benson-Brown</b>
<b>FRIDAY 9:00-9:50 a.m.</b>	<i>Wtg./Tech.</i>  Using computer programs in teaching writing  <b>Kamalick</b>	<i>Asses./Lrng. Skills</i>  Discrepancies btwn. rem. & college-ready students: The persistent gap  <b>Brasel</b>	<i>Mathematics</i>  Emerging Scholars  <b>Brown</b>	<i>Lrng. Skills/ Workplace Literacy</i>  Learning strategies for optimal performance on standardized tests  <b>Platt, et. al.</b>	<i>Lrng. Skills</i>  Connecting learning styles to teaching and learning  <b>McLain &amp; Moreno</b>	<i>Tutoring</i>  And now a word from the front lines  <b>deKoning, et. al.</b>	<i>Reading</i>  Paired-courses: An experiment in linking a reading & psychology course  <b>Morris &amp; Zinn</b>
<b>FRIDAY 11:00-11:50 a.m.</b>	<i>Rdg./Tech.</i>  PLANet: Developing voc. and concept knowledge on the Internet  <b>Nicholson, et. al.</b>	<i>Asses./Acad. Adv.</i>  Student performance on the TASP test  <b>Brasel &amp; Swanson.</b>	<i>Tutoring</i>  Interactive activities for tutor interview success  <b>Laurent</b>	<i>Math./Lrng. Skills</i>  Integrating study skills with math. learning  <b>Vasquez</b>	<i>Wtg./Lrng. Skills</i>  Writing center dynamics: Better tutoring, better learning  <b>Fadely</b>	<i>Lrng. Skills/Couns.</i>  Developmental education on the border  <b>Herrera &amp; Rodriguez</b>	<i>Asses./Acad. Adv.</i>  Political reality and planned change  <b>Wiese &amp; Tomas</b>

# **Conference Information**

## **■ Conference Hotel**

The Driskill Hotel will serve as host hotel for our conference. The Driskill is five minutes from the University of Texas campus and a short walk from the State Capitol complex and Governor's Mansion. The Driskill is the "Cornerstone" of Austin's historic Sixth Street, a popular collection of shops, galleries, restaurants, and night spots. The Omni Austin Hotel, less than a block from the Driskill, is our alternative hotel site.

## **■ Parking**

Valet parking is the only option at the Driskill Hotel. The daily parking rate is \$4.00, and overnight is \$6.00. Remind the parking attendant that you are with CASP '96 to receive these special rates. Valet parking at the Omni is \$10.00, and self-parking is \$5.00. Additional public parking is available at the Littlefield Parking Garage located at 508 Brazos Street and Allright Parking of Austin at 720 Brazos Street.

## **■ Hospitality and Information Table**

Please feel free to stop by our information table, located next to CASP registration, for information about events in Austin and the surrounding areas, transportation, or for answers to conference-related questions.

## **■ TASP Success Stories**

TASP Success Stories is a new nine-minute videotape produced by the University Transition Advisement Center at Texas Tech University. The video provides selected testimony from Texas college students who have benefited from skills development through the Texas Academic Skills Program. It will be shown at the NADE membership table during the conference.

## **■ Message Board**

There will be a message board next to the registration area. Please check the board periodically for important general or personal messages.

## **■ Lounges**

The Upper Lobby (7th Street entrance) serves a dual purpose as a lounge during the day and as a piano bar during the evening. The Citadel Suite Lounge (Mezzanine level) is also an excellent place to visit with colleagues and to view the "Fifteen Years of CASP" display.

## **■ Name Badges/Tickets**

Name badges are required for all meals, receptions, exhibits, and conference sessions. You must present a ticket to attend a meal function, institute, or site visit (continental breakfast excluded).

## **■ Special Needs**

CASP seeks to make programs accessible to all and will strive to make necessary accommodations for persons with disabilities. Please contact Karen Word or Paul White of the Driskill Hotel if you have special requests.

## **■ Extra Copies**

Kinko's Copy Center, located at 121 East Sixth Street, will provide CASP participants a special rate of three cents per copy for self-service duplicating. Simply show your CASP badge to any employee.

## **■ Exhibitors**

Publishers and vendors will display exhibits in the Crystal Ballroom on Thursday, October 3, from 7:30 a.m. until 6:30 p.m.

## **■ Evaluations**

New computerized evaluation forms will be available at each concurrent and institute session. Please use a pencil when marking the scantron answer sheet. Evaluation results will be mailed to presenters after the conference. The overall conference evaluation form is found in your conference folder. Your feedback to all involved will be appreciated. Please leave completed overall evaluations at the registration table as you leave the conference.

## **■ Alcohol**

Those of legal age who consume alcohol should drink responsibly. Intoxicated individuals will be escorted from the conference by hotel security.

## **■ No Smoking Policy**

The conference organizers request a careful observance of the no-smoking policy in meeting rooms and dining areas. CASP enforces this rule due to growing concern about health risks associated with passive exposure to second hand smoke. Smoking is allowed in the Upper Lobby (7th Street entrance) only.

## **■ Notice**

The conference management does not accept any responsibility for personal loss or injury en route to or from CASP and/or at any time on site other than when attending official functions. The conference management does not insure validity of all statements, claims, and handouts of presenters, since these are their own representations and opinions and do not necessarily reflect the opinion of the conference management. Attendees should use prudent judgment. The conference management does not accept responsibility for unsafe or illegal acts of the hotel, suppliers, entertainers, tour operators, and airlines which are directly or indirectly involved with the conference.

## **Institutes**

**Wednesday, October 2, 3:00 - 5:00 p.m.**

**Paramount**

**■ Tracking Students Over Time: Using Technology to Evaluate the Effectiveness of Our Service Delivery**

*Gary Hanson, Ph.D., Coordinator of Research, Admissions, University of Texas at Austin*

Learn the essential skills for developing, implementing, and using longitudinal tracking systems in the evaluation of developmental education programs and services. The focus will be on combining assessment and evaluation strategies with technology to evaluate whether or not our efforts help students learn, persist, and graduate.

**Driskill**

Session I1

**■ Making Developmental Writing Workplace Relevant: Process and Product**

*Paul Beran, Ph.D., Coordinator of Developmental Writing, McLennan Community College*

This institute will overview workplace relevant assignments for college writing. Technical faculty and advisory board survey research results will be discussed, and the final product of a Carl Perkins Tech Prep grant will be distributed. Participants will generate new writing assignments during the institute.

**Thursday, October 3, 8:00 - 10:00 a.m.**

**Paramount**

Session I2

**■ Reaching At-Risk Students in a Distance Learning Environment**

*Joannis Flatley, Ed.S., Director of Educational Support Services; Julia Briggs, Ph.D., Director of Instructional Technologies; Rhonda Rapp, M.A., Learning Disabilities Specialist; Stephen Schaefer, B.A., Distance Learning Program Specialist, St. Philip's College*

This institute describes and demonstrates: (1) the learning paradigm as it relates to distance learning, (2) the dos and don'ts of teaching in this environment, (3) the student services needed for a successful environment, and (4) distance learning etiquette. Many hands-on activities are included, and attendees will participate actively during the institute.

**Driskill**

Session I3

**■ Enhancing Student Performance by Teaching Test-Anxiety Management Skills**

*Lesley Jones, Ph.D., Associate Professor of Educational Psychology, Southwest Texas State University*

This institute presents an overview of the literature on test-anxiety management and a specific model for teaching test-anxiety management skills. The presenter will share her experience in using this model and will provide materials for participants to plan implementation of the model for their institutions.

**Jim Hogg**

Session I4

**■ Applying Theories of Motivation and Learning to Teaching**

*Marilla Svinicki, Ph.D., Director of the Center for Teaching Effectiveness, University of Texas at Austin*

"Teaching is an art, not a science." Is that true? Indeed some teaching seems as creative and spontaneous as art, but the goal of this institute is to highlight what the science of psychology has to offer to the art of teaching and learning. Participants will methodically apply current theories in motivation and learning to their own teaching situations.

**Friday, October 4, 2:00 - 4:00 p.m.**

**Paramount**

Session I5

**■ SOS: System of Success . . . When Learning is At-Risk**

*Joanne Keeley, Ph.D., College-Wide Retention Committee Chairperson; Hank Hurley, Ph.D., Dean of Student Development; Catherine Angell, M.A., Department Head of Foreign Languages ACC- Northridge Campus*

Focusing on the development of a college-wide retention system, this institute will enable faculty, counselors, and staff to recognize at-risk students and to use the *SOS Guidebook* to identify and practice specific strategies for promoting the success of those students.

**University of Texas at Austin**

Session I6

**■ Advanced Uses of Technology in Developmental Education**

*David Caverly, Ph.D., Professor of Curriculum and Instruction, Southwest Texas State University*

Participants will learn to integrate the Internet into professional development as well as into students' educational development. Hands-on exercises in e-mail and the World Wide Web will be provided, and recommended sites will be shared. Transportation to a computer lab at the University of Texas at Austin will leave the Driskill at 1:30 p.m.

## **Agenda**

1:00 p.m. - 5:00 p.m.	Exhibits	Crystal Ballroom
1:00 p.m. - 7:00 p.m.	Registration	Hotel Lobby
1:00 p.m. - 3:00 p.m.	Network with Your Legislator	Meet at 7th Street Exit (Hotel Upper Level) 12:45 p.m.
3:00 p.m. - 5:00 p.m.	Institutes	Meeting Rooms
3:00 p.m. - 5:30 p.m.	Campus Site Visits	Meet at 7th Street Exit (Hotel Upper Level) 2:45 p.m.
4:00 p.m. - 6:00 p.m.	CASP Board Meeting	Jim Hogg
6:30 p.m. - 9:30 p.m.	NES Seminar for TASP	Mezzanine

## **Events**

### **State Capitol Complex**

#### **■ Network with Your Legislator**

Wednesday, October 2, 1:00 - 3:00 p.m.

Take the opportunity to meet with your state senator or representative at the Texas State Capitol Complex. Let them know why developmental education is an essential and necessary part of Texas higher education. Voice your expectations about upcoming developmental education legislation. If your representative or senator is not in town, meet with their aide or office staff. A van will depart from the Driskill Hotel at 1:00 p.m. and return in time for institutes, meetings or necessary appointments.

### **ACC, UT, Huston-Tillotson**

#### **■ Campus Site Visits**

Wednesday, October 2, 3:00 - 5:30 p.m.

Join us for a tour of Austin Community College's Parallel Studies Division (Riverside Campus), The University of Texas' Learning Skills Center, and Huston-Tillotson College's Academic Support Centers. The Parallel Studies Division at ACC provides tutoring for most college courses, computer-assisted instruction, non-course based and course-based instruction in reading, writing, mathematics, and ESL. The Learning Skills Center at UT serves its population of students through classes, walk-in counseling, learning labs, tutoring, Supplemental Instruction, and telephone tapes; it focuses on developmental content classes, college-level classes, general study strategies, and professional exam preparation. Huston-Tillotson College, a private black college, offers a variety of courses and academic support services for its student population.

### **Mezzanine**

#### **■ NES Scoring Seminar for TASP Essays**

Wednesday, October 2, 6:30 - 9:30 p.m.

#### **Complimentary Workshop - No Charge**

National Evaluation Systems (NES) presents a workshop that simulates the training of scorers to evaluate student writing samples for the TASP Test. Participants will receive hands-on training and guided practice in the focused holistic scoring method used for TASP. Educators will gain an in-depth understanding of how student writing samples are scored for the TASP Test. The session will be conducted by readers from the NES office in Austin.

***Thursday, October 3, 1996***

## **Agenda**

7:30 a.m. - 6:00 p.m.	Exhibits	Crystal Ballroom
7:30 a.m. - 6:00 p.m.	Registration	Hotel Lobby
8:00 a.m. - 10:00 a.m.	Institutes	Meeting Rooms
10:00 a.m. - 11:00 a.m.	Newcomers' Orientation	Jim Hogg
11:00 a.m. - 11:30 a.m.	Moderators' Orientation	Citadel I
11:00 a.m. - 11:30 a.m.	SIG Leaders' Orientation	Citadel III
11:00 a.m. - 12:30 p.m.	Lunch on Your Own	
12:30 p.m. - 1:30 p.m.	Opening Session	Mezzanine
2:00 p.m. - 2:50 p.m.	Concurrent Sessions	Meeting Rooms
2:50 p.m. - 3:15 p.m.	Break with Refreshments & Poster Presenters Set Up	Crystal Ballroom
3:15 p.m. - 4:05 p.m.	Concurrent Sessions	Meeting Rooms
4:15 p.m. - 5:00 p.m.	Poster Sessions/Materials Exchange	Crystal Ballroom
5:00 p.m. - 5:45 p.m.	TxCRLA General Meeting	Paramount
5:45 p.m. - 6:30 p.m.	TADE General Meeting	Paramount
6:30 p.m. - 7:15 p.m.	Reception	Balconies & Mezzanine
7:15 p.m. - 9:30 p.m.	Awards Banquet	Mezzanine

## **Events**

### **Crystal Ballroom**

#### **■ Exhibits**

Thursday, October 3, 7:30 a.m. - 6:00 p.m.

Publishers and vendors will display exhibits in the Crystal Ballroom on Thursday, October 3, from 7:30 a.m. until 6:30 p.m. A door prize will be awarded to a lucky CASP participant visiting the exhibits at noon.

#### **Jim Hogg**

#### **■ Newcomers' Orientation: Getting to Know Your Professional Organizations**

Thursday, October 3, 10:00 - 11:00 a.m.

*Jeanette Lukeman, Blinn College; Rhonda Torres, Weatherford College; Carman Wiese, Southwest Texas Junior College; and Sylvia Ybarra, San Antonio College*

TADE, NADE, TxCRLA, CRLA, and CASP. Does it all sound like alphabet soup to you? Learn to tell the difference between each of these organizations and discover the benefits of membership.

**Thursday, October 3, 1996**

***Events (cont.)***

**Citadel I**

**■ *Moderators' Orientation***

Thursday, October 3, 11:00 - 11:30 a.m.

Moderators are requested to attend this orientation. You will receive your information packets, be assigned sessions, and be given instructions on conducting evaluations.

**Citadel III**

**■ *SIG Leaders' Orientation***

Thursday, October 3, 11:00 - 11:30 a.m.

SIG leaders are requested to attend this orientation to receive special instructions and information packets.

**Mezzanine**

**■ *Opening Session:***

***Making Our Case: Developmental Education--The Gateway to Higher Standards and Accountability for Colleges in the State of Texas***

Thursday, October 3, 12:30 - 1:50 p.m.

This distinguished panel will discuss the role developmental educators have in improving access, quality, and accountability in higher education and in providing Texas employers with a workforce that can think, reason, compute, read, and communicate. Discover how you can impact what happens to developmental education and support programs during the next legislative session.

***Presiding Officers:***

Ms. Lane Johnson, President, TxCRLA and Dr. Helen Allen, President, TADE

***Welcome:***

Mr. Paul White, Director of Food and Beverage, Driskill Hotel

Dr. C. Sue McCullough, Chair, Dept. of Educational Administration & Psychological Services,  
College of Education, Southwest Texas State University

***Introduction of Panelists and Moderator:***

Dr. Gail Platt, Immediate Past-President, TxCRLA

***Panelists:***

The Honorable Carolyn Park, Texas House of Representatives

Dr. Miguel Nevarez, President, University of Texas Pan-American

Dr. Marc Nigliazzo, President, Temple College

Mr. John Stevens, Executive Director of Texas Business and Education Coalition

***Moderator:***

Mr. Gerald Corkran, CASP Political Liaison

***Announcements:***

Mr. Russ Hodges, President-Elect, TxCRLA; Conference Coordinator, CASP '96

## ***Thursday, October 3, 1996***

### ***Events (cont.)***

#### **Crystal Ballroom**

##### **■ *Poster Sessions & Materials Exchange***

Thursday, October 3, 4:15 - 5:00 p.m.

A new edition to CASP's annual conference, poster sessions provide presenters with opportunities to display and discuss new research, teaching techniques, technology, and programs with conference participants in a relaxed atmosphere. Presenters are assigned a specific location equipped with an easel and a chair, and interested participants move from poster to poster, visiting with the presenters. (Poster session presenters should meet in the Crystal Ballroom between 2:50 and 3:15 p.m. to receive their easel assignment.) The materials exchange tables will be set up in the same location for conference attendees to share program information, course materials, instructional handouts, etc., with their CASP colleagues. To participate in the materials exchange, please bring at least fifty copies of each item you wish to share to the registration desk when you register.

#### **Balconies and Mezzanine**

##### **■ *Reception***

Thursday, October 3, 6:30 - 7:15 p.m.

Unwind from your busy conference schedule with light appetizers and cash bar drinks served on the two balconies overlooking Sixth Street and Brazos.

The Travis High School Mariachi Rebeldes del Sur, a popular student band created in 1980, will provide music while you relax and discuss issues stimulated by the day's events. These students have performed at the Governors' Inaugural Parade, the Capitol Rotunda, the San Antonio River Walk, and various other events in Central Texas.

#### **Mezzanine**

##### **■ *Awards Banquet & Entertainment***

Thursday, October 3, 7:15 - 9:30 p.m.

Experience a delightful evening as CASP honors special developmental educators from across Texas. Also enjoy sumptuous food and live music. Experience Austin--"the live music capital of the world"--through the sounds of *No Strangers*, featuring Joseph and Theresa Brunelle and Eddie Block. *No Strangers* is an award-winning group performing on television and radio and in concerts all over Texas and the Southwest.

#### ***Presiding Officer:***

Dr. Helen Allen, President, TADE

#### ***Greetings:***

Ms. Sandra Evans, Treasurer, CRLA

Dr. Don Garnett, President-Elect, NADE

#### ***CASP 1995 Best Presentation Award:***

Ms. Nancy Snouffer, CASP 1995 Site Chair; Secretary, TADE

#### ***TxCRLA Ann Faulkner Scholarship Award:***

Dr. Ann Faulkner, Past-President, CRLA

#### ***TADE Scholarship Award:***

Ms. Margarita Sanchez, TADE Scholarship Chair

#### ***TxCRLA Developmental Educator of the Year:***

Mr. Russ Hodges, President-Elect, TxCRLA

#### ***CASP Lifetime Achievement Award:***

Ms. Sylvia Ybarra, Membership Chair, TxCRLA

#### ***Recognition of Past Presidents:***

Dr. Carol Dochen, Past-President, TADE

**Concurrent Sessions**

Driskill

Session C1

**■ Tackling Tough Texts**

*Avery Goodgame, Blinn College-Bryan Campus, Nancy Snouffer, Del Mar College*

Participants will apply study reading strategies learned during the presentation to excerpts from textbooks.

Techniques include PLAE and SIN followed by active study reading plus hyperbole and backtalk—sound intriguing? PLAE = Preplan, List, Activate and Evaluate. SIN = Simplify It Now!! With hyperbole, students exaggerate the text's concepts, thus enhancing memory. Come PLAE!!

Paramount

Session C2

**■ TASP Reading Remediation: Outcomes and Implications**

*Jack Wardlow, Gail Platt, South Plains College*

A longitudinal study of students failing the TASP Reading Test and their outcomes (whether or not they enrolled in remediation, if they completed remediation, grades made in college-level English courses, if they were retained in a public institution in Texas, and if they achieved their academic goals) will be reported.

Jim Hogg

Session C3

**■ Making Connections Between Classroom Math and Real World Math**

*Barbara S. Rives, Lamar University-Orange*

This presentation focuses on making connections between "real world" math and the classroom for the developmental student. The participants will be engaged in activities from geometry, algebra, and statistics.

Additional sample lessons will be provided.

Citadel I

Session C4

**■ Beyond Comprehension: Improving Student Cognitive Development Through Supplemental Instruction**

*Alan Constant, Joanne Holladay, University of Texas at Austin*

The presenters will explain the role of the University of Texas Supplemental Instruction (SI) program in helping students develop the intellectual skills needed for success in large, historically difficult courses. Methods of training and supervising SI leaders, videotaped scenarios of SI sessions and data on the program's effectiveness will be shared.

Citadel II

Session C5

**■ Learning Styles: Recognition and Delivery Strategies**

*Michael Vislocky, Austin Community College*

The presenter will use an intensive hands-on application on NLP (Neurolinguistic Programming) to illustrate how to create an effective learning environment that acknowledges and accommodates students' diverse styles of learning. Attendees will gain an awareness of personal processing preferences and acquire strategies for dealing with individual processing styles and assisting individuals with the development of other processing capabilities.

Citadel IV

Session C6

**■ Using Cooperative Learning as a Means to Improve Writing**

*Judy Goodwin, Susan Mills, University of Texas at Brownsville/Texas Southmost College*

Recognizing that social interactions impact the learning process, the presenter will describe a vehicle through which students improve thinking, writing, and communication skills. The presenter will provide and explain evaluation criteria, and will compare initial, co-authoring, and final writing samples for increased sophistication of syntactical structures within sentences.

San Jacinto

Session C7

**■ Language, Culture, Instruction: The Developmental Classroom of the Future**

*Linda Maitland, Geraldine McNenny, Susan Kanter, University of Houston-Downtown*

This presentation will discuss the multicultural, multilingual character of developmental classrooms at an urban, open-admissions university campus. The presenters will profile students, analyze student perceptions/reactions to this learning environment, and propose instructional strategies to maximize learning, cooperation, and community.

**Thursday, October 3, 3:15 - 4:05 p.m.**

### **Concurrent Sessions**

Driskill

Session C8

**■ A Peer Facilitated Approach to Supplemental Instruction Leader Training**

*Joel McGee, Linda Callen, Judy Priddy, Texas A&M University*

At Texas A&M, Supplemental Instruction targets traditionally difficult core curriculum courses from multiple disciplines. The undergraduate students who serve as leaders are required to attend a two-day training workshop in addition to weekly training meetings throughout the semester. The training emphasizes peer-facilitated sessions modeling the SI approach to learning.

Paramount

Session C9

**■ High School College Preparatory Courses and Subsequent TASP Performance**

*Ronald Swanson, Texas Higher Education Coordinating Board*

This study examines the relationship between the amount and kind of college preparatory courses high school students take and subsequent performance on the Texas Academic Skills Program (TASP) test. The data are examined by ethnicity, gender, and amount/type of college preparatory courses taken. Implications are discussed.

Jim Hogg

Session C10

**■ Metaphor as Learning Device: Systematicity in Mathematics, Logic, Grammar**

*Shane Denson, Ryan Kane, Southwest Texas State University*

The human capacity for learning can be conceived of as a sorting mechanism. The presenters will examine the concepts of "systems of thought" and "metaphor as learning device," and will offer a strategy for developmental educators to more easily create connections between seemingly disparate fields of thought.

Citadel I

Session C11

**■ Conversational English for ESL: Using Emotionally Charged Topics**

*Jean M. Krause, Olga Reyes, University of Texas at Brownsville/Texas Southmost College*

After describing the theory behind the structured format of English Conversation classes for ESL students, the presenters will demonstrate elements discovered to be essential for providing for optimum involvement and learning. The presenters will offer suggestions for reading passages and topics which can lead to expressions of personal feelings and emotions.

Citadel II

Session C12

**■ Alternative Pathways Through Developmental Mathematics**

*Nancy C. Miller, Robert Leibman, Austin Community College*

The presenters will introduce three alternative developmental mathematics pathways to meet the needs of diverse student populations. The first will be the Fast Combined Course; the second will be the Slower-paced Algebra Course; the third will be Topics in Developmental Mathematics for students not moving toward college algebra.

Citadel IV

Session C13

**■ Linking Developmental Reading/Writing Courses to General Education Courses**

*Molly E. Minus, Karen Schumaker, St. Edward's University*

The presenters will begin by describing the development of a linked-course developmental reading program. They will then describe the implementation and evaluation of the program. Finally, they will demonstrate two class activities and one project that help students learn the content in their linked course and become successful independent learners.

San Jacinto

Session C14

**■ Infusing Critical Thinking into Developmental Writing: Why the Fuss?**

*Africa Archield, Austin Community College. Barbara G. Lyman, Emily Miller Payne, Southwest Texas State University*

Despite the lack of quantitative research, practitioners have developed writing curriculum that includes critical thinking. The presenters will share findings based on data collected using a group of students in remedial writing courses, and a control group who were not in remediation.

**Thursday, October 3, 4:15 - 5:00 p.m.**

**Poster Sessions - Crystal Ballroom**

**■ The Phoenix Institute's Developmental Educator's Exchange**

Session P1

*Susan Hammond, Julie Kern, Palo Alto College*

The Phoenix Institute at Palo Alto College was created to promote and support research into effective classroom practices in developmental education. We will share abstracts of the research proposals sponsored by the Institute and report on the first Developmental Educator's Exchange, during which faculty and staff from around the state came together last May.

**■ A Logical Approach to Persuasive Writing**

Session P2

*Linda Kraeger, Ann Kirch, Grayson County College*

Persuasive writing is often considered the most difficult type of writing to teach; however, persuasive writing is critical to our students facing TASP. Drawing on insights from critical thinking theory, Toulmin logic, and classical rhetoric, the presenters will share their successful, logical approach to persuasive writing instruction.

**■ Helping the Basic Writer Develop Style and Clarity**

Session P3

*Shirley A. McBride, Collin County Community College*

The techniques in this poster help students make the connection between sentence skills and clearer, more emphatic expression of thought. Students learn to recognize certain "red flags" of poor writing and to follow specific guidelines to revise problem areas.

**■ An International Festival: A Campus Comes of Age**

Session P4

*Kathy Pearce, Linda Linn, Grayson County College*

The presenters will give an overview of the ESOL program and the international festival at GCC. They will present a video of highlights of past GCC International Festivals. They will conclude with a plan and relevant research for participants to follow in developing an International Festival at their own campuses.

**■ A Handout on Handouts**

Session P5

*Nora Perez, Joel Redman, Southwest Texas State University*

Handouts are often confusing and overloaded with too much information. This poster session will address producing creative, useful, and precise handouts for developmental students to be used in a learning lab at a regional four-year institution.

**■ Visual Aid with an Emphasis on Reading and Writing**

Session P6

*Yolanda Villarreal, Del Mar College*

The presenter in this session will illustrate (with student project examples) and discuss how students learn to read, interpret, and design their own graphs and charts in an intermediate-level developmental reading class.

**■ Using Videotapes of Actual SI Sessions in SI Training**

Session P7

*James Kallison, Brenda Fest, University of Texas at Austin*

The presenters will play videotaped segments of leaders conducting Supplemental Instruction (SI) sessions. The tapes will show SI leaders from several disciplines including biology, mathematics, and sociology. The videos also illustrate a number of different SI techniques.

**■ TASP at UT Austin: The Independent Study Option**

Session P8

*Dorothy McLain, Pamela Powell, University of Texas at Austin*

UT Austin provides two options for students who need TASP remediation: an instructor-led class and independent study in a lab environment. The independent study option employs a variety of resources with peer counselor guidance. Drop by and see our program and tell us what works for you!

**■ Academic Advisement: Its Affect on TASP Compliance and Retention**

Session P9

*Marta E. Lopez, Martin Estrada, Alice Espinoza, University of Texas-Pan American*

The presenters will provide an overview of how academic advisement leads to the retention of five-year students and aids compliance with TASP policies. The presenters will provide statistics and procedures related to their topic.

**Thursday, October 3, 4:15 - 5:00 p.m.**

**Poster Sessions (Cont.) - Crystal Ballroom**

- Using New Technologies in Adult Education** Session P10  
*Barbara Lyman, Emily Miller Payne, Norbert Vasquez, Anne Wells, Southwest Texas State University*  
 This review of literature on adult education and new technologies focuses on implications of technology, in particular distance learning or telecommunications technology, for policy and practice in regard to a) curriculum and instruction, administration, and support services; b) professional development for educators; and c) research via distance learning technology.
- Writing and Reading with "The Rule of 5"** Session P11  
*Roberta M. Ziegler, Palo Alto College*  
 The presenter will show how, in five-sentence paragraphs, students write a main idea series sentence followed by three support sentences about the three choices in the series—and an inclusive summary sentence. Example paragraphs in conference participants' hand-outs also teach or review authors' purposes and organizational patterns.
- The CRLA International Tutor Training Certification Program** Session P12  
*Gladys R. Shaw, University of Texas at El Paso*  
 This presenter will discuss how tutor training programs can become certified to award three levels of recognition to tutors who complete the required training and experience. Application packages will be provided.
- Impacting Retention among Single Parents and Displaced Homemakers** Session P13  
*Mara Hudock, St. Philip's College*  
 This poster session will focus on the impact of support services such as childcare assistance, mentoring, and counseling on retention rates for single parents and displaced homemakers. The poster display will include program data from the St. Philip's College WAGE Program.
- Reordering Arithmetic Course Content: Teaching Understanding not Numerical Manipulation** Session P14  
*Joanne Kendall, College of the Mainland*  
 The typical arithmetic text divides the course content into number types which can give students the impression that the rules and processes are different for different number types. An alternative approach divides the course into math operations: as each operation is taught, it is applied to most number types.
- Overview of Adaptive Technology for Students with Disabilities** Session P15  
*Richard Dugan, University of Texas at El Paso*  
 Adaptive technology makes a Learning Center accessible to all students. Mainstream adaptive technology for students with disabilities consists of the kinds of work-horse devices that have been used routinely and effectively on the job, at school, and in the home for years, and in some classes, for decades.
- TASP Computer Remediation and Learning Plus** Session P16  
*Judith A. Fourzan, University of Texas at El Paso*  
 The matching of available educational technology in the form of software compatible with specific content such as TASP can be challenging. Computer assisted remediation instruction in all three areas of TASP can be facilitated through the use of Learning Plus software which also offers skills assessments for individualized remediation recommendations.
- A State Project to Make the Academic World the Real World** Session P17  
*Paul Beran, McLennan Community College*  
 The presenter will discuss an Applied English Project funded through the Texas Higher Education Coordinating Board with Carl Perkins funds. Attendees will learn how to implement workplace related assignments into the curriculum at their institutions.

## **Agenda**

7:30 a.m. - 11:30 a.m.	Registration	Hotel Lobby
7:30 a.m. - 8:45 p.m.	Continental Breakfast	Mezzanine
8:00 a.m. - 8:50 a.m.	Concurrent Sessions	Meeting Rooms
9:00 a.m. - 9:50 a.m.	Concurrent Sessions	Meeting Rooms
10:00 a.m. - 10:50 a.m.	Special Interest Groups (SIGs) & Refreshment Break	Meeting Rooms
11:00 a.m. - 11:50 a.m.	Concurrent Sessions	Meeting Rooms
12:00 a.m. - 1:30 p.m.	Celebration Luncheon & Keynote Speaker	Mezzanine
2:00 p.m. - 4:00 p.m.	Institutes	Meeting Rooms
4:00 p.m. - 5:30 p.m.	CASP Board Meeting	Driskill

## **Events**

### **Mezzanine**

#### **■ Continental Breakfast**

Friday, October 4, 7:30 a.m. - 8:45 a.m.

Coffee, juice, and assorted pastries are graciously being provided by National Evaluation Systems.

#### **■ Special Interest Groups (SIGs)**

Friday, October 4, 10:00 - 10:50 a.m.

Refreshments will be served in the Crystal Ballroom and Citadel Lounge compliments of the College of Education, Southwest Texas State University. SIGs are issues-oriented, roundtable discussions led by experienced developmental educators from across the state.

#### **Administration of a Learning Center**

Crystal Ballroom - S1

*Stacia Becton, Coordinator, PASS Learning Center,  
Texas Tech University*

#### **Computers in Developmental Classrooms**

Crystal Ballroom - S2

*Judith A. Fourzan, Coordinator, Computer Assisted  
Instruction for TASP, University of Texas at El Paso*

#### **Counseling - Crystal Ballroom - S3**

*Gloria Ramirez, Director, Counseling Advisement  
Center, University of Texas at Pan American*

#### **Critical Thinking - Crystal Ballroom - S4**

*Anne Solomon, Assistant Professor of Reading, South  
Plains College*

#### **Mathematics - Crystal Ballroom - S5**

*Barbara Rives, Professor of Mathematics, Lamar  
University at Orange*

#### **Reading - Crystal Ballroom - S6**

*Ann Faulkner, Professor of Reading, Brookhaven  
College, Dallas County Community College Dist.*

#### **Study Skills - Citadel I - S7**

*Richard Dugan, Learning Lab and Special Needs  
Coordinator, University of Texas at El Paso*

#### **TASP Update - Citadel II - S8**

*Ray Fischer, and Linda McDonough, TASP Office  
Universities Division, TASP Office, Texas Higher  
Education Coordinating Board*

#### **Tutoring - Citadel III - S9**

*Gladys Shaw, Director of Tutoring and Learning  
Center, University of Texas at El Paso*

#### **Writing - Citadel IV - S10**

*Teresa Garcia, Learning Specialist, English Lab,  
University of Texas at Pan American*

**Friday, October 4, 1996**

## **Events**

### **Mezzanine**

#### **■ Celebration Luncheon & Keynote Speaker**

Friday, October 4, 12:00 - 1:30 p.m.

No Quinceañera would be complete without friends and family sharing a festive meal. Come celebrate at our fajita buffet, the final event in CASP's Coming of Age.

#### *Presiding Officer:*

Ms. Lane Johnson, President-Elect, TxCRLA

#### *Introduction of Keynote Speaker:*

Ms. Erin McCann and Ms. Jenefer Husman, Doctoral Students, University of Texas at Austin

#### *Keynote Address: Fifteen Years of Learning Strategies Research: Where Are We Now?*

Dr. Claire Ellen Weinstein, University of Texas at Austin

Claire Ellen is a proud naturalized Texan (born in Brooklyn, New York) and a long-term participant in CASP (she delivered the keynote address at our first two conferences). Claire Ellen's teaching, research, and publications focus on strategic learning and helping students make the transition into college. Her strategic learning course at the university attracts about 1200 students per year and has been tremendously successful. She has more than 100 publications in this area, including the Learning and Study Strategies Inventory (LASSI), which is used at more than fifty percent of American colleges and universities. Claire Ellen is also a past recipient of a University of Texas teaching award, the current winner of the Distinguished Contributions Award in Educational, Instructional and School Psychology from the International Association of Applied Psychology, and has served as a guest coach for the Lady Longhorns.

#### *Installation of Officers:*

Dr. Don Garnett, President-Elect, NADE and Ms. Sandra Evans, Treasurer, CRLA

#### *Invitation to CASP 1997:*

Dr. Santiago Silva, President-Elect TADE: Conference Coordinator, CASP '97

#### *Closing Remarks:*

Mr. Russ Hodges, President-Elect, TxCRLA: Conference Coordinator, CASP '96

### **Special Note:**

Participants enrolled in David Caverly's Institute (I7) *Advanced Uses of Technology in Developmental Education* need to meet at the 7th Street Exit (Upper Hotel Lobby) Friday, October 4 by 1:20 p.m. The van will leave at 1:30 p.m.

**Concurrent Sessions**

Driskill

Session C15

**■ Promoting Academic Support Services Via the World Wide Web**

*Brenda Fest, Theresa Laurent, University of Texas at Austin*

The presenters will demonstrate how the Learning Skills Center has used the World Wide Web to publicize academic support services, provide handouts, and help students find other useful Web sites. They will discuss how their Web page was created and provide helpful resources showing how to publish on the Web.

Paramount

Session C16

**■ Armadillos and Longnecks—Now That You're Attentive—Let's Study**

*Kay Lynn Moran, Judy Hayman, Houston Community College System*

Teaching study and career skills to developmental students is a challenge. To produce knowledgeable students, an instructor must provide inventive methods that aid the student in remembering these life skills. This presentation consists of the demonstration of specific methods and techniques that enhance learning in the study skills classroom.

Jim Hogg

Session C17

**■ EXCEL: A Program Designed to Increase TAAS and TASP Scores**

*Exie Hall, Ruth Dalrymple, Del Mar College*

EXCEL, a program designed for high school students, increases TAAS scores, exposes students to college education, and improves future TASP scores. The presenters will discuss the origins of the program and data gathered from its initial session.

Citadel I

Session C18

**■ The Demographic Imperative and Developmental Education: Are We Prepared?**

*Barbara Lyman, Emily Miller Payne, Southwest Texas State University*

GED certificate holders, including present and former incarcerated adults, welfare recipients, dislocated workers, various underemployed or unemployed adults, and other special populations, such as ESL students of various backgrounds are increasingly entering college. What are their needs and are developmental educators prepared to address them?

Citadel II

Session C19

**■ One O'clock Jump: A Step Towards Retention**

*Peggy Gene Knight, Sally Griffin, Lamar University - Port Arthur*

Today's developmental college class is composed of students exhibiting a wide diversity in ethnic and sociological background, age, ability, and cross-cultural knowledge. As Access and Equity Coordinator, the presenter has initiated a successful program to strengthen student retention and increase the graduation ratios of at-risk students.

Citadel IV

Session C20

**■ Working Class Students and Remediation: Overcoming Class Codes and Etiquettes**

*Michael W. Gos, University of Houston - Downtown*

The presenter will begin by discussing class codes that affect working class students' ability to use remediation programs. He will then discuss how those codes interfere with students' ability to process this new information and ways the teacher can help students overcome class codes that ensure failure.

San Jacinto

Session C21

**■ Making the Connection Between Reading, Task, and Strategy through Application Projects**

*Dorothy Benson-Brown, Del Mar College*

This presentation will demonstrate effective projects that link reading, task, and strategy pedagogy using audience participation to deal with specific teaching and learning techniques. The projects used in this presentation are having a significant impact on student success in terms of retention, grades, interpersonal relationships, and most importantly, transferring of learning to other courses.

***Friday, October 4, 9:00 - 9:50 a.m.***

### ***Concurrent Sessions***

Driskill

Session C22

**■ Using Computer Programs in Teaching Writing**

*May Kamalick, Prairie View A&M University*

Familiar and specifically designed computer writing programs will be discussed for their usefulness and as a demonstration that computers aid in the learner-centered pedagogical approach, emphasizing the move away from the teacher as the provider of knowledge and toward the student as creator and shaper of knowledge.

Paramount

Session C23

**■ Discrepancies Between Remediated and College-Ready Students: The Persistent Gap**

*Michael Brasel, Texas Higher Education Coordinating Board*

The first cohort has completed the six-year TASP study period. Data over the same time periods for subsequent cohorts show little or no closing of the gap in performance between remediated and college-ready students on various measures. Both cohort and annual CBM002 data will be used to demonstrate trends.

Jim Hogg

Session C24

**■ Emerging Scholars**

*Stacy Brown, University of Texas at Austin*

Specific student groups, despite being well prepared, are not remaining in the sciences. These are bright, motivated students. Why are they leaving? Dr. Treisman studies these students and in response to his findings developed the Emerging Scholars program, which centers on challenging mathematics rather than remediation. The speaker will discuss the history and current status of UT Austin's program.

Citadel I

Session C25

**■ Learning Strategies for Optimal Performance on Standardized Tests**

*Gail Platt, Glenda Shamburger, Anne Solomon, Marla Turrentine, David Hardy, South Plains College*

A one-SCH (sixteen clock-hour) course in learning strategies was developed at the request of local military personnel to aid active military in achieving higher scores on standardized tests for career promotions. This presentation will describe the evolution of the course into a product rated 3.95 on a 4.0 scale.

Citadel II

Session C26

**■ Connecting Learning Styles to Teaching and Learning**

*Dorothy McLain, Elisabeth Moreno, University of Texas at Austin*

This session will describe how the Keirsey Temperament Sorter was used in a developmental curriculum to reconcile the differences in student/instructor learning styles. We will discuss how to take into account the needs of a "sensing type" student population and correct for the possible biases of "intuitive type" instructors.

Citadel IV

Session C27

**■ And Now a Word from the Front Lines**

*Joshua deKoning, Lisa Whittaker, Gretchen Janzow, Southwest Texas State University;*

*Joey Balander, Vanessa Richards, University of Texas at Austin*

Since peer tutors need specific types of training, management, and lab facilities, feedback was gathered by surveying tutors at a flagship university and a regional state university. Five tutors will present the survey results which lab coordinators can then use to improve the performance of their student tutors.

San Jacinto

Session C28

**■ Paired-Courses: An Experiment in Linking a Reading and Psychology Course**

*LeeAnn Morris, Ava Zinn, San Jacinto Central*

Two community college instructors will discuss their experiences pairing a reading course with an academic content course. The purpose is to provide students with an opportunity to refine the reading strategies learned in the developmental course and to immediately apply them to the reading tasks required in the academic course.

**Concurrent Sessions**

Driskill

Session C29

**■ PLANet: Developing Vocabulary and Concept Knowledge on the Internet**

*Sheila A. Nicholson, Cynthia L. Peterson, Thomas F. Mandeville, David C. Caverly, Southwest Texas State University; Kathleen Celaya, St. Phillips College*

The Internet can be a powerful resource for students to develop vocabulary and concept knowledge for college level reading. This session will demonstrate PLANet, a successful learning strategy for the Internet. Student work and practical methods will be shared.

Paramount

Session C30

**■ Student Performance on the TASP Test**

*Michael Brasel, Ronald Swanson, Texas Higher Education Coordinating Board*

Student performance on the TASP test will be reviewed from the program's inception to determine testing trends by ethnicity and institutional level. Presenters will demonstrate reasons for fluctuations in passing rates and will preview pending legislation that may affect passing rates.

Jim Hogg

Session C31

**■ Interactive Activities for Tutor Interview Success**

*Theresa Laurent, University of Texas at Austin*

The presenter will provide participants with an opportunity to participate in group interview activities designed to assess tutoring, mentoring, and counseling skills. The presenter will discuss qualities of a good tutor, how to develop an interview activity to address these qualities, and how to evaluate interview participants.

Citadel I

Session C32

**■ Integrating Study Skills with Mathematics Learning**

*Selina Vasquez, University of Texas at Austin*

Typically, in mathematics courses many students expect confusion and, consequently, failure. Mathematics students usually blame past negative experiences for their inability to understand and/or do mathematics. However, poor study habits are another major cause. The presenter will demonstrate various methods of implementing study techniques such as time management and note-taking.

Citadel II

Session C33

**■ Writing Center Dynamics: Better Tutoring, Better Learning**

*Patricia A. Fadely, University of Houston - Downtown*

Since the mid 1970s, the UH - Downtown writing center has undergone a metamorphosis. Its resulting synthesis of approaches has met with approval from faculty and students alike. Participants will gain insight into the theory behind each approach, receive sample materials and survey data, and discuss WC practices within their institutions.

Citadel IV

Session C34

**■ Developmental Education on the Border**

*Julia F. Herrera, Susana Rodriguez, El Paso Community College*

This presentation will discuss important trends which mark the coming of age of developmental education for a community college located in an international border city. First, an academic counselor will highlight demographic trends, then a classroom teacher will discuss the effects of these trends on student learning.

San Jacinto

Session C35

**■ Political Reality and Planned Change**

*Carman Wiese, Don Tomas, Southwest Texas Junior College*

Presenters will give information concerning the local, state, and national political arena and planned changes relevant to developmental education. Focus will be on the mission, the purpose statement of their institution, the clientele served, the communities which derive the benefit of an educated populace, and steps used in planned change.

## Saturday, October 5, 1996

### Tour of Austin

9:00 a.m. - 5:00 p.m.

\$10.00 (does not include cost of lunch)

Tour includes visits to the State Capitol and LBJ Library, eating lunch at Threadgill's Restaurant, and observing breathtaking views of Lake Travis at The Oasis.

### Texas State Capitol

The State Capitol complex sits on forty-six acres of immaculate, landscaped grounds, stately shade trees and flowering gardens. The Capitol itself, a massive, classic statehouse of famous Texas pink granite, dominates the park-like area and is known as the largest state capitol in the country. In fact, the Capitol is a good six feet taller than the United States Capitol in Washington, D.C. The State Capitol has recently undergone an extensive renovation and restoration to resemble, as closely as possible, the configuration and decor of the building when it was built in 1888. The new underground extension is located immediately north of the Capitol and has several impressive views of the Capitol dome through the skylights and open-air rotunda.

### LBJ Library and Museum

Lyndon Baines Johnson Library and Museum is one of seven presidential libraries administered by the National Archives. The LBJ Library consists of two parts: the library itself, which houses 31 million historical documents used primarily by scholars; and the museum, with historical and cultural exhibits, which is open to the public. The library is second only to the Alamo in terms of popularity with Texas tourists. Exhibits in the museum include glimpses of Johnson, his family, and his political programs; displays of gifts given to him by foreign leaders and the American public; and "Life in the White House" as explained by Lady Bird Johnson. The museum also contains a replica of the White House Oval Office as it looked during Johnson's presidency.

### Threadgill's

This gas-station-turned-restaurant is famous for its beer-sign collection, vintage beer clocks, and neon signs. In the late 60s, Janis Joplin was a regular at Threadgill's Wednesday night Hootenannies. Upstairs is a banquet facility, country store museum and final resting place for Central Texas artifacts. When the food comes, you remember that you're still down home: chicken-frieds, liver, pork roast, chicken and dumplings, mashed potatoes, black-eyed peas, and okra. . .ummm, ummm!

### The Oasis

This huge, multi-decked, hilltop compound lies about 20 minutes west of the city center in the Hill Country and commands glorious views 450 feet above Lake Travis. Known as the "Sunset Capital of Texas," The Oasis invites Austinites and visitors to linger for hours during late afternoons to enjoy the view and scrumptious margaritas.

**CASP '96 Executive Officers**

**TADE Officers**

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(210) 733-2338 fax

**CASP & Coordinating Board Representatives**

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(915) 573-9321 fax

**Dr. Anna Harris, Newsletter Editor, CASP**  
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(713) 718-6358 fax

**Ms. Linda McDonough, THECB**  
7745 Chevy Chase Drive  
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(512) 483-6525  
(512) 483-6168 fax

## ***CASP Planning Committee***

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Mr. Russ Hodges  
Southwest Texas State University

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Southwest Texas State University

Dr. Santiago Silva, Co-Chair  
University of Texas - Pan American

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University of Texas at Austin

Mr. Marcus Davis  
University of Texas at Austin

Ms. Lisa Kiewra  
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ACC - Northridge

**Exhibits**

Ms. Linda McDonough, Chair  
Texas Higher Edu. Coordinating Board

**Special Interest Groups**

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ACC - Northridge

Ms. Stacey Thompson  
ACC - Northridge

**Decorations/Awards**

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Blinn College

Ms. Teresia Lewis, Co-Chair  
Huston-Tillotson College

Ms. Donna Joy  
Southwest Texas State University

Ms. Patty Knox  
Southwest Texas State University

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University of Texas at Austin

**Special Consultant**

Dr. Claire Ellen Weinstein  
University of Texas at Austin

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University of Texas at Austin

Ms. Jenefer Husman

University of Texas at Austin

Ms. Lorrie Powdrill

University of Texas at Austin

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**Entertainment**

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St. Edward's University

Dr. Karen Schumaker

St. Edward's University

Dr. Cynthia Peterson

Southwest Texas State University

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ACC - Riverside

Mr. Phil Ulloa

ACC - Riverside

Ms. Marilyn Burke

ACC - Riverside

Ms. Susan Jones

ACC - Riverside

Ms. Julia Ruggeri

ACC - Riverside

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Southwest Texas State University

Ms. Lisa Whittaker

Southwest Texas State University

Mr. Arthur Rauch

University of Texas at Austin

Ms. Dorothy McLain

University of Texas at Austin

# **Exhibitors**

**Academic System**  
3307 Northland Dr.  
Suite 210  
Austin, TX 78731  
(512) 451-6850

**American College Testing (ACT)**  
Southwest Region  
8303 MoPac, Suite B-228  
Austin, TX 78759  
(512) 345-1949

**Contemporary Books/Jamestown Publishing**  
Educational Sales  
30707 Forestry Dr.  
Spring, TX 77386  
(800) 621-1918  
ext. 5552

**CORD Communications**  
324 Kelly Dr.  
Waco, TX 76710  
(817) 776-1822

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**Invest Learning**  
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**National Evaluation Systems**  
2621 Ridgepoint Dr.  
Austin, TX 78754  
(512) 926-0469

**Newsweek**  
134 Maderas  
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Educational Publishers  
P. O. Box 2341  
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Houston, TX 78056  
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## *Moderators*

<b>Helen Allen</b> University of Houston-Downtown	<b>Roger Hines</b> Abilene Christian University	<b>Pamela Powell</b> University of Texas at Austin
<b>Rose Austin</b> Kingwood College	<b>Joanne Holliday</b> University of Texas at Austin	<b>Dorothy Reade</b> North Harris College
<b>Dorothy Benson-Brown</b> Del Mar College	<b>Sharon Hollis</b> Lamar University Institute of Technology	<b>Sandra A. Ross</b> TCJC - Southeast Campus
<b>Janice Beran</b> McLennan Community College	<b>Mary Jane Howe</b> San Antonio College	<b>Margarita Sanchez</b> McLennan Community College
<b>Mary Kay Best</b> Bee County College	<b>Jenefer Husman</b> University of Texas at Austin	<b>Lisa Schulze</b> North Harris College
<b>Gloria Bradshaw</b> Abilene Christian University	<b>Helen Just</b> University of Texas at Austin	<b>Gladys Shaw</b> University of Texas El Paso
<b>Lois Brockelman</b> Grayson College	<b>Theresa Laurent</b> University of Texas at Austin	<b>Balbir Singh</b> Prairie View A&M University
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<b>Ada Dodd</b> Abilene Christian University	<b>Erin McCann</b> University of Texas at Austin	<b>Lorraine Stansel</b> McLennan Community College
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<b>Gloria Ferguson</b> Kingwood College	<b>Matt Morrison</b> Abilene Christian University	<b>Fave Thamas</b> Lamar University
<b>Melissa Freeman</b> Blinn College	<b>Joy Ellen Pitterman</b> Del Mar College	<b>Patti Wells</b> Blinn College Bryan Campus
<b>Kelly Hamby</b> Abilene Christian University	<b>Gail Platt</b> South Plains College	<b>Lora L. Williams</b> Prairie View A&M University
<b>Anna L. Harris</b> Houston C.C.S.-Central	<b>Lorrie Powdrill</b> University of Texas at Austin	<b>Mary Ann Williams</b> Del Mar College
<b>Gail Herring</b> McLennan Community College		<b>Peggy. Wood</b> Midland College

## ***Special Thanks***

**Austin Community College - Rio Grande Campus**  
Dr. Lee Hisle. Associate Vice-President, Learning Resources  
Dr. Richard Smith. Coordinator, Instructional Technology

**Austin Community College - Riverside Campus**  
Dr. Tyra Duncan-Hall. Vice-President  
Ms. Peggy Raiford. Manager, Instructional Technology  
Ms. Susan Joner. Instructional Lab Manager  
Mr. Phil Ulloa. Computer Technology  
Ms. Marilyn Burke. Department Head, Reading  
Ms. Marie Line McGhee. Instructional Lab Manager  
Ms. Julia Ruggeri. Instructional Development Specialist

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Ms. Becky Garlick. faculty member  
Ms. Sandra Chumchal. faculty member

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Ms. Karen Word. Director of Sales and Marketing  
Ms. Laurie Feder. Sales Manager

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**Huston-Tillotson College**  
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Ms. Shirley Olivarez. Counselor, Counseling Center

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Ms. Patty Knox. Administrative Assistant III, SLAC  
Ms. Phyllis Rowell. Coordinator, Microcomputer Lab  
Ms. Donna Craft. Library Assistant II  
Ms. Lee Ann Boyd. Student Assistant, SLAC  
Mr. Carl Clark. Student Assistant, SLAC

**Texas State Technical College**  
Ms. Elizabeth Silva. Counselor, Counseling Center

**University of Texas at Brownsville**  
Ms. Hilda Silva. Director, Learning Center

**University of Texas at Pan American**  
Dr. Miguel Nevarez. President  
Ms. Esperanza Mercado. Senior Secretary  
Ms. Gloria Ramirez. Director, Counseling Center  
Ms. Martha Lopez. Advisor, Learning Center  
Ms. Alice Espinoza. Advisor, Learning Center

## Special Gifts

**National Evaluation Systems (NES)**  
Sponsor of the continental breakfast - \$2000

**Austin Community College System**  
Dr. Lee Hisle, media equipment, \$1500

**Townsend Press**  
Conference bags - \$1500

**Driskill Hotel**  
Door prizes - \$500

**Southwest Texas State University**  
Dr. Carol Dochen, Student Learning Assistance Center, materials - \$500  
Dr. John Beck, Dean, College of Education, sponsor of refreshments and reception - \$500

**University of Texas at Austin**  
Dr. Denise Swann, Learning Skills Center, materials - \$500  
Dr. David Drum, Dir. Counseling, Learning & Career Services, evaluation forms - \$300

**University of Texas at Pam American**  
Dr. Santiago Silva, Director of Learning Assistance Center, materials - \$300

**Westel Long Distance, Inc.**  
Cake for closing session - \$250

**Sheraton Fiesta, South Padre Island**  
Door prize - \$150

**San Antonio College**  
Ms. Sheila Fichtner - graphic design for conference logo - \$100

**Huston-Tillotson College**  
Ms. Teresa Lewis, certificates and materials - \$100; door prize - \$25

**Hill Country Cellars**  
Door prize - \$35

**3M**  
Door prize - \$30

**Anderson and Company**  
Door prize - \$25

**Austin American-Statesman**  
Door prize - \$25

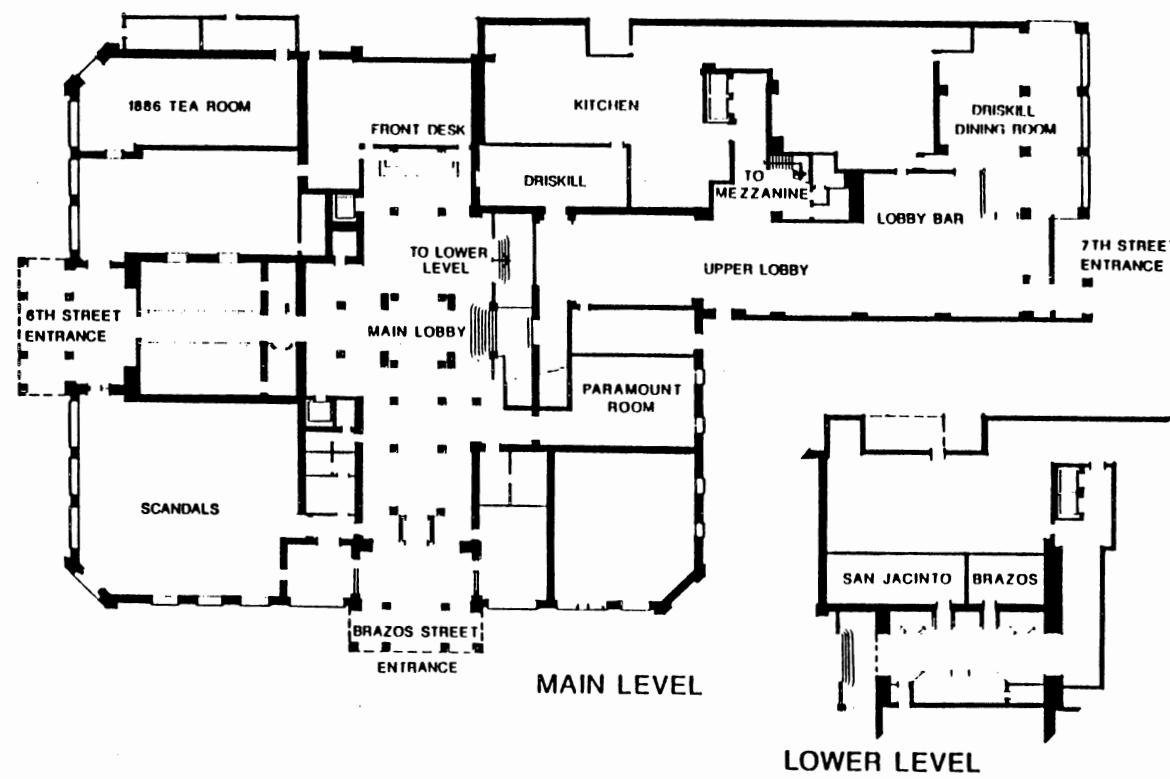
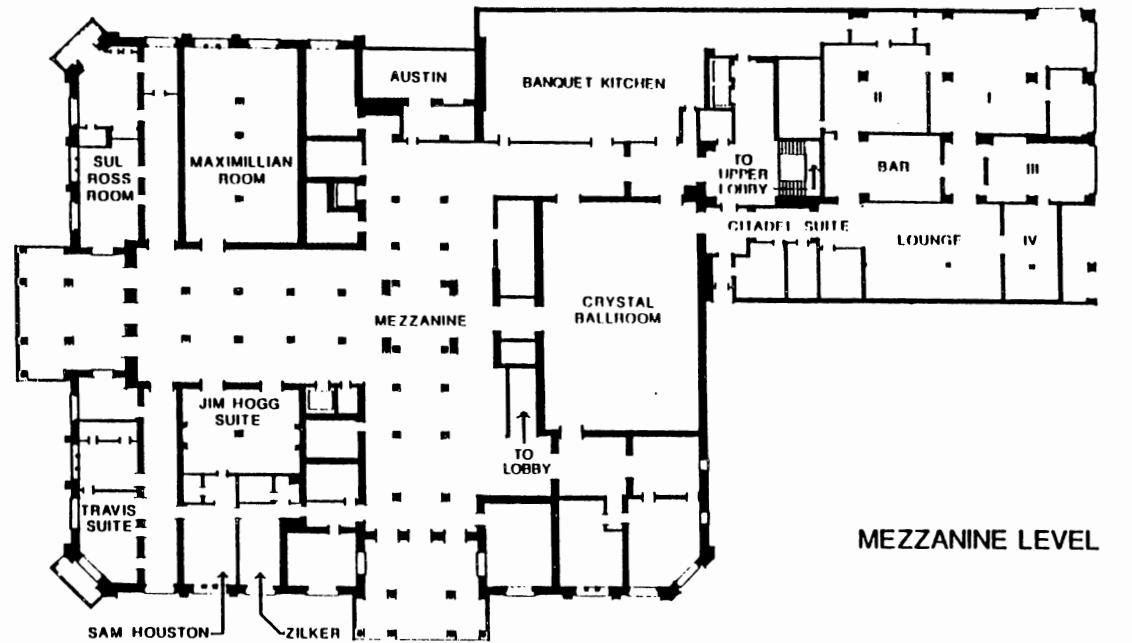
**Austin Community College - Northridge**  
Ms. Mary Leonard and Ms. Sue Ford, door prize - \$25

**Blinn College**  
Dr. Jeanette Lukeman, door prize - \$25

**Ms. Christine Albert**  
Door prize - \$25

# Driskill Hotel

3



**CONFERENCE EVALUATION**  
**Conference on Academic Support Programs**

- 1  A  B  C  D  E
- 2  A  B  C  D  E
- 3  A  B  C  D  E
- 4  A  B  C  D  E
- 5  A  B  C  D  E
- 6  A  B  C  D  E
- 7  A  B  C  D  E
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- 9  A  B  C  D  E
- 10  A  B  C  D  E
- 11  A  B  C  D  E
- 12  A  B  C  D  E
- 13  A  B  C  D  E
- 14  A  B  C  D  E
- 15  A  B  C  D  E
- 16  A  B  C  D  E
- 17  A  B  C  D  E
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- 22  A  B  C  D  E
- 23  A  B  C  D  E
- 24  A  B  C  D  E
- 25  A  B  C  D  E

↑  
FEED IN THIS DIRECTION

Respond to questions 1 and 2 by darkening the appropriate position in the left column of this form.

1. Your institution:
- |                        |                                 |
|------------------------|---------------------------------|
| A. Community College   | B. University/Four-Year college |
| C. Technical Institute | D. Other _____                  |
2. Your position:
- |                            |                      |
|----------------------------|----------------------|
| A. Full-Time Faculty       | B. Part-Time Faculty |
| C. Administration          | D. Counseling        |
| E. Professional/Classified |                      |

Respond to questions 3-17 by darkening the appropriate position in the left column of this form.

Excellent A	Good B	Fair C	Poor D	No Opinion E
----------------	-----------	-----------	-----------	-----------------

3. Advanced mailings
4. Hotel accommodations
5. Conference meeting rooms
6. Quality of breakout sessions
7. Variety of breakout sessions
8. Meals/refreshments
9. Dinner speaker
10. Lunch speaker
11. Tours
12. Institutes/workshops
13. Opportunity for interacting and sharing
14. Overall conference organization
15. Overall conference quality
16. Overall conference affordability
17. Overall value of conference to your work

Respond to questions 18-21 in the space provided.

18. List by speaker or topic 2 or 3 of the most helpful presentations you attended:
- 
- 

19. List any needs or issues that you feel should be addressed for TASP implementation:
- 
- 

20. Which portions of the conference did you attend?

Thurs. morning  
Fri. morning  
Sat. Morning

Thurs. afternoon  
Fri. afternoon

Thurs. evening  
Fri. evening

21. Comments: \_\_\_\_\_
- 
-

**CONFERENCE ON ACADEMIC SUPPORT PROGRAMS**  
**Section Meeting/Institute Evaluation**

Section # \_\_\_\_\_ Topic: \_\_\_\_\_ Speaker(s): \_\_\_\_\_

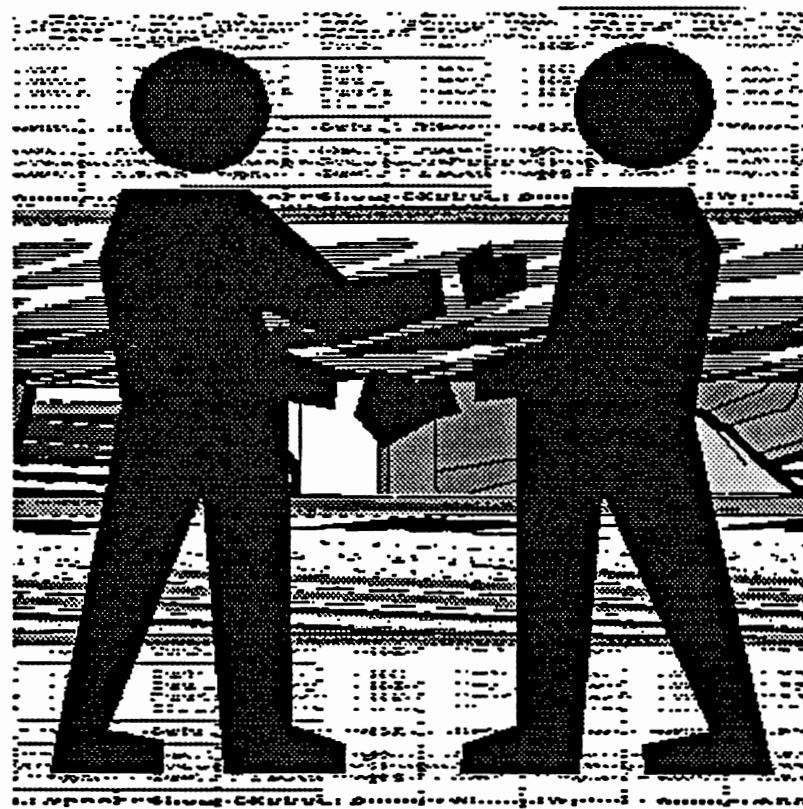
**Rate each of the following items with (E) excellent, (G) good, (A) average, or (P) poor. Use (N) if not applicable.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Accuracy of title and description of session in conference program or publicity. | E | G | A | P | N |
| 2. Content of presentation.   | E | G | A | P | N |
| 3. Clarity of oral presentation.  | E | G | A | P | N |
| 4. Knowledge of presenter about topic.  | E | G | A | P | N |
| 5. Organization of presenter.   | E | G | A | P | N |
| 6. Quality of handouts.   | E | G | A | P | N |
| 7. Effective use of delivery methods.   | E | G | A | P | N |
| 8. Overall value of presentation to me.   | E | G | A | P | N |

**COMMENTS:**

**PLEASE RETURN THIS FORM TO THE SESSION CHAIRPERSON**

## **Section F: Resources**



**COLLEGE READING AND LEARNING ASSOCIATION'S  
CERTIFICATION OF TUTOR PROGRAMS:  
PURPOSE, PROCEDURES, & GUIDELINES**

**1. PURPOSE**

The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from an international organization, CRLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful.

**2. PROCEDURES FOR HAVING A PROGRAM CERTIFIED**

- A) An institution that wishes to have a tutor program or programs certified should designate one individual per tutor program or group of tutor programs who will act as liaison between the CRLA Tutor Certification Committee (TCC) and that institution's program or programs;
- B) the designated individual should complete and submit four sets of the application packets for each **program to be certified** consisting of 1) CRLA Application for Certification of Tutor Program; 2) the necessary "Verification of Tutor Program forms; 3) plus the necessary documentation concerning how the institution's tutor program(s) meets the criteria outlined in "CRLA's REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" to the CRLA TCC;
- C) One set of the application packet and documentation will remain on file with the CRLA TCC Chair.

**3. GENERAL INFORMATION**

- A) Once an institution's tutor program is certified, that program will receive a certificate and be authorized to issue individual CRLA tutoring certificates. A master copy of the individual certificate for each certified level will also be included.
- B) There are three levels of individual certification: Regular/Level 1; Advanced/Level 2; and Master/Level 3. Certification can be requested for Level I only or for more than one level such as Level I and Level II, or Levels I, II, and III at the same time for a program if appropriate training is in place.
- C) The initial institutional certification will be for a one year period.
- D) There will be one renewal certification for three years. (New levels for the same program and new programs cannot be combined with or included in recertification applications. Only the original program certified for one year will be recertified for three.)
- E) After the three year renewal certification there will be recertifications for five years. (New levels for the same program and new programs cannot be combined with or included in recertification applications. Only the original program certified for one year will be recertified for three, five, etc.)
- F) During the initial certification period certification of tutors will be retroactive for one year from date of application.
- G) A yearly verification update form will be completed and submitted by the liaison of each certified program.

**4. IMPORTANT NOTES:**

CRLA certifies programs not individual tutors. In other words, CRLA certifies that a particular tutor training program is qualified to issue CRLA certificates to individual tutors at a certain level or levels. The responsibility for tracking an individual tutor's training, tutoring hours, etc. and issuing certificates when a tutor qualifies lies with the tutoring program certified. Each institution must keep a record for each of its certified tutors that is subject to review by CRLA if the need arises.

**DOCUMENT PACKET II****COLLEGE READING & LEARNING ASSOCIATION'S  
REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS****L. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION****A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following).**

1. Minimum of ten hours of tutor training
2. A quarter/semester tutor training course
3. A quarter/semester of tutor training (non-course work)

**B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction  
PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING: (a minimum of eight (8) of the following topics should be covered in Level 1 training).**

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines
3. Techniques for successfully beginning and ending a tutor session
4. Some basic Tutoring Do's
5. Some basic Tutoring Don'ts
6. Role Modeling
7. Setting Goals/Planning
8. Communication Skills
9. Active listening and paraphrasing
10. Referral Skills
11. Study Skills
12. Critical Thinking Skills
13. Compliance with the Ethics and Philosophy of the Tutor Program
14. Modeling problem solving
15. Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

25 hours of actual tutoring

**E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
AND/OR
2. Endorsement of tutor trainer/supervisor  
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

(OVER)

**II. REQUIREMENTS FOR ADVANCED/LEVEL 2 CERTIFICATION**  
**(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 CERTIFICATION REQUIREMENTS).**

**A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following).**

1. Minimum of 10 hours of tutor training beyond Level 1 (a minimum of 20 cumulative hours of tutor training)
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

**B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction  
PLUS any combination of the following
2. Tutor training video tapes
3. Conference with tutor trainer/supervisor
4. Special tutor projects
5. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:**

(in addition to reviewing the topics covered in Level 1 a minimum of four (4) of the following topics should be covered in Level 2 training)

1. Review of Level 1 topics
2. Use of probing questions
3. Characteristics of adult learners/Learning Styles
4. Cultural Awareness and inter-cultural communications
5. Identifying and using resources
6. Tutoring in specific skill/subject areas
7. Record Keeping/Documentation
8. Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

25 additional hours of actual tutoring after completion of all Level 1 requirements (a minimum of 50 cumulative hours of actual tutoring)

**E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
AND/OR
2. Endorsement of tutor trainer/supervisor  
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

**III. REQUIREMENTS FOR MASTER/LEVEL 3 CERTIFICATION**

(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 AND 2 CERTIFICATION REQUIREMENTS).

**A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following).**

1. Minimum of 10 hours of tutor training beyond Level 2 (a minimum of 30 cumulative hours of tutor training)
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

**B. MODES OF TUTOR TRAINING**

1. Classroom and/or workshop instruction  
**PLUS** any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:**

(in addition to reviewing the topics covered in Level 1 and 2 a minimum of four (4) of the following topics should be covered in Level 3 training)

1. Review of Level 1 and Level 2 topics
2. Assertiveness training
3. How to tutor/deal with Target Populations
4. How to administer and interpret a Learning Style Inventory
5. Structuring the learning experience
6. Training and supervising other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)
8. Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

25 additional hours of actual tutoring after completion of all Level 1 and Level 2 requirements (a minimum of 75 cumulative hours of actual tutoring)

**E. TUTOR SELECTION CRITERIA**

1. Written approval of a content/skill instructor  
**AND/OR**
2. Endorsement of tutor trainer/supervisor  
**PLUS** at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

(OVER)

**DOCUMENT PACKET III****COLLEGE READING AND LEARNING ASSOCIATION'S  
APPLICATION COVER SHEET  
FOR CERTIFICATION OF TUTOR PROGRAM(S)****GENERAL INFORMATION**  
**(PLEASE TYPE OR PRINT THE FOLLOWING INFORMATION)****1. PROGRAM LIAISON/CONTACT PERSON AND MAILING ADDRESS:**

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PHONE NUMBERS(S): \_\_\_\_\_

INSTITUTION AND PROGRAM(S) TO BE CERTIFIED: \_\_\_\_\_

**2. CERTIFICATION LEVELS REQUESTED (please check appropriate box/boxes):** REGULAR/LEVEL 1       ADVANCED/LEVEL 2       MASTER/LEVEL 3**3. APPLICATION FEE: \$50.00**

Please submit a check for \$50.00 payable to "CRLA/Tutor Certification." Attach check to this application form. Thank you.

**4. Information and Document Checklist: Please complete this checklist before mailing to make sure your application is complete.**

**NOTE: YOU MAY APPLY FOR MORE THAN ONE LEVEL FOR A PROGRAM AT ONE TIME, BUT IF YOU ARE APPLYING FOR MORE THAN ONE PROGRAM, YOU MUST SUBMIT COMPLETE APPLICATIONS FOR EACH SEPARATELY. DO NOT SUBMIT APPLICATIONS FOR NEW LEVELS OR NEW PROGRAMS TOGETHER WITH A RECERTIFICATION APPLICATION.**

- 1. Contact Person, Institution, and Program to be certified is identified above in each copy of the application.
- 2. Certification Levels requested are checked above.
- 3. Check for application fee of \$50 is attached to this page on the original copy of the application.
- 4. 1-2 page narrative overview follows this page in each copy of the application.
- 5. Verifications follows the narrative in each copy of the application.
- 6. Labeled Documentation is tabbed and cross referenced to each verification category in each copy of the application.

Mail to: Gladys R. Shaw, Coordinator, U.T. El Paso, Tutoring & Learning Ctr., 300 Main Library, El Paso, TX 79968

**OVERVIEW OF THE TUTOR PROGRAM(S) TO BE CERTIFIED**

Please provide an overview, less than five (5) pages, explaining how your tutor training program(s) fulfills the requirements of the level or levels checked. The purpose of this overview is to provide the committee members with the appropriate background information necessary to certify your program(s). This overview should provide the following information.

**PROGRAM NARRATIVE**

(OVER)

**Program Overview, Continued**

## **VERIFICATION FORM**

Please complete a "Verification of Tutor Program(s)" for each program you want to be certified. For example, if you wish to have Program A certified at Levels 1 & 2 then you would complete the verification for Levels 1 & 2 for Program A's application. If you also have a Program B that you wish to have certified at Level 1 than you would complete a separate application for Program B, Level 1 that would also include a separate verification form.

Please refer to the document titled "CRLA'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" for a complete listing of all the LEVEL 1, 2, AND 3 requirements for each program to be certified.

The "necessary documentation" called for under each criteria could/should include any or all of the following: 1) course syllabi; 2) titles of textbooks used; 3) flyers/posters/memos; 4) sample worksheets; and 5) handouts, worksheets, etc. that can help the CRLA Tutor Certification Committee verify your program(s). The better documentation you provide the easier it will be for the committee to certify your program(s); however brevity is appreciated due to mailing requirements so condensed but complete documentation is requested.

## **VERIFICATION OF TUTOR PROGRAM(S)**

**INSTITUTION/PROGRAM:** \_\_\_\_\_

**PROGRAM LIAISON/CONTACT PERSON:**

Please refer to the Certification Requirements to complete the verification.

#### **A. AMOUNT/DURATION OF TUTOR TRAINING**



- 2) Extent of Compliance. Check all that apply.**

The requirements of Level 1 (10 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_  
The requirements of Level 2 (20 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_  
The requirements for Level 3 (30 total required) are Met \_\_\_\_\_ Exceeded \_\_\_\_\_

- 3) Documentation that will verify the fulfillment of this requirement is attached and labelled as checked below. (Example - A Training Syllabus.) Check all that apply.

See Document/s A.3 Level 1 \_\_\_\_\_ A.3 Level 2 \_\_\_\_\_ A.3 Level 3 \_\_\_\_\_

## **B. MODES OF TUTOR TRAINING**

- 1. List the training modes you use in your training:**

## Level I

Level 2

Level 3

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---

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(OVER)

2. Extent of compliance; Check all that apply. The requirements of

Level 1 (classroom/workshop plus any two others) are

Met    Exceeded   

Level 2 (classroom/workshop plus any two others) are

Met    Exceeded   

Level 3 (classroom/ workshop plus any two others) are

Met    Exceeded   

3. The necessary documentation to verify the above is attached and labelled as follows: Check all that apply. (A Training Syllabus is an excellent example)

See Document/s B.3 Level 1    B.3 Level 2    B.3 Level 3   

### **C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING**

1. List which topics you cover in your training:

Level 1

Level 2

Level 3

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---	---

2. Extent of Compliance; Check all that apply. The topic requirements of

Level 1 (8 minimum) are

Met    Exceeded   

Level 2 (Review of Level 1 plus at least 4 addition topics) are

Met    Exceeded   

Level 3 (Review of Level 1 and 2 plus 4 additional topics) are

Met    Exceeded   

3. The necessary documentation to verify the above is attached and labelled as follows: (Example: Training or course syllabus.) Check all that apply.

See Document/s C.3 Level 1    C.3 Level 2    C.3 Level 3

**D. REQUIRED TUTORING EXPERIENCE**

1. Explain how you keep track of your tutors' actual tutoring experience.

Level 1	Level 2	Level 3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Extent of compliance; Check all that apply. This procedure at

Level 1	Level 2	Level 3
Meets criteria _____	Meets criteria _____	Meets criteria _____
Exceeds criteria _____	Exceeds criteria _____	Exceeds criteria _____

of the CRLA requirements for tracking tutoring experience.

3. The necessary documentation to verify the above is attached and labelled as checked below. Check all that apply. (Example: time logs.)

See Document/s D.3 Level 1 \_\_\_\_\_ D.3 Level 2 \_\_\_\_\_ D.3 Level 3 \_\_\_\_\_

**E. TUTOR SELECTION CRITERIA**

1. Explain how your tutors are selected (must meet two of the criteria)

Level 1	Level 2	Level 3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Extent of compliance; Check all that apply. This selection procedure

Level 1	Level 2	Level 3
Meets criteria _____	Meets criteria _____	Meets criteria _____
Exceeds criteria _____	Exceeds criteria _____	Exceeds criteria _____

3. The necessary documentation to verify the above is attached and labelled as checked below. (Example: job description or application form that specifies qualifications.) Check all that apply.

See Documentation  
Labeled Level 1, E.3 \_\_\_\_\_ See Documentation  
Labeled Level 2,E.3 \_\_\_\_\_ See Documentation  
Labeled Level 3, E.3 \_\_\_\_\_

(OVER)

**F. TUTOR EVALUATION CRITERIA**

1. How are your tutors evaluated? Check all that apply.

Level 1	Level 2	Level 3
<input type="checkbox"/> an evaluation is in place	<input type="checkbox"/> an evaluation is in place	<input type="checkbox"/> an evaluation is in place
<input type="checkbox"/> it occurs on a regular basis	<input type="checkbox"/> it occurs on a regular basis	<input type="checkbox"/> it occurs on a regular basis
<input type="checkbox"/> results are made by known to tutors	<input type="checkbox"/> results are made by known to tutors	<input type="checkbox"/> results are made by known to tutors

2. Extent of compliance; Check all that apply.

Meets criteria <input type="checkbox"/>	Meets criteria <input type="checkbox"/>	Meets criteria <input type="checkbox"/>
Exceeds criteria <input type="checkbox"/>	Exceeds criteria <input type="checkbox"/>	Exceeds criteria <input type="checkbox"/>

3. The necessary documentation to verify the above is attached and labelled as checked below.  
 (Examples: evaluation calendar, evaluation forms, policy statement, copy of communication of results, etc.) Check all that apply.

See Documentation Labeled Level 1, F.3 <input type="checkbox"/>	See Documentation Labeled Level 2, F.3 <input type="checkbox"/>	See Documentation Labeled Level 3, F.3 <input type="checkbox"/>
--	--	--

*Tutor Certification  
and Resource Guide  
Registry*

**COLLEGE READING AND LEARNING ASSOCIATION**

**CRLA**

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1. Introduction
2. Purpose of CRLA Tutor Certification
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  - Tutoring Resources
  - Tutoring Forms
5. Appendix: Tutoring Bibliography
6. Index: Certified Programs by State

**Editors: Tom Gier and Karan Hancock**

**ORDER FORM**

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# CRLA Research & Evaluation SIG

(College Reading & Learning Association -- Special Interest Group)

## Fall 1996 Newsletter

Issue No. 3 -- October, 1996

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### RESEARCH & EVALUATION SIG LEADER

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### SIG LEADER COMMENTS

Greetings! The Albuquerque conference is just around the corner, and I have been working at getting this newsletter out before the conference to remind those people who are attending the conference of the R&E SIG breakfast on Thursday (10/31) morning from 7:00 to 8:30 (sorry about the early hour, but I have found the lunch meetings to be quite rushed). I would like the breakfast to be an informal get-to-know-one-another affair where we can have a serious discussion or just chat, as the spirit moves us. We will also have a SIG business meeting either Friday or Saturday afternoon, I can't remember which. Consult your conference schedule when you arrive to find out the time and location of the business meeting. During the business meeting, we can discuss issues that the SIG can address and/or thoughts about what direction the SIG should take during the next year. We will miss those of you who cannot attend the conference, but you are encouraged to send me any questions you might have, issues we should address, or ideas for

continued on page 3

### BRIEF BOOK REVIEW

*Professional Evaluation:  
Social Impact & Political Consequences*

by Ernest R. House

(Thousand Oaks, CA: Sage, 1993; 198pp)

Evaluation is one of those terms that can mean many different things to many different people. Educational practitioners often think of outcomes assessment when the word evaluation is mentioned. Administrators often think of a performance evaluation that assesses how well an employee is fulfilling his or her responsibilities. A statistical researcher might conceive of evaluation as a carefully constructed multivariate analysis of a curriculum or program that attempts to measure its success while considering a variety of contingent factors or variables. A qualitative researcher would probably envision a multimethod program evaluation involving document and outcomes analysis, questionnaires, focus groups, interviews, and an ongoing interaction with the stakeholders involved with the program or project in question. This latter view might be the least well-known of the four examples mentioned, but at the same time it would be the closest to what Ernie House is talking about in his recent book, *Professional Evaluation*, where "evaluation" is looked upon as a viable and important professional discipline carried out by individuals trained in the diverse methods and procedures of program evaluation.

Did you ever wonder where program evaluation came from? What were its philosophical and methodological roots, its practical and procedural predecessors? How it developed from different assessment endeavors? What areas of society are most affected by evaluation practices and results? What government agencies contributed to its development or use it today? What are the many social and political implications and consequences of program evaluation? This is the book that will answer all these questions and more. House, along with people like Robert Stake, Elliot Eisner, Michael Patton, Egon Guba, and Michael Scriven, was part

of the emergence in the 1960s of qualitative evaluation as a viable approach to assessing program efficacy and accountability. With an informed, insightful, and critical style, he chronicles the development of evaluation as a profession, both as an academic discipline and as a technical career in the "outside world" of social assistance and economic development programs.

He provides a brief but incisive overview of the theoretical and methodological issues involved in evaluation, with a summary of how these issues have been addressed by government and higher education in the United States, Britain, Canada, and Europe. He offers many examples of how different systems of social organization and diverse political priorities have influenced the approach evaluators have taken, the methods preferred, and findings that have resulted. He includes an extensive discussion of the implications and consequences, both historical and anticipated, that evaluation has for the concept of social justice, and for its more specific context of multicultural issues and minority rights. He discusses the thorny issue of how evaluation can be used to further an ideological agenda, just as it might be used to help implement or validate social justice. This is against the backdrop of professional ethics and the pursuit of democratic values.

House's book is well worth the read -- he writes with a style that is well-informed and scholarly, while at the same time energetic, direct, and candid and filled with original perspectives. His depth of understanding of historical context and contingencies, as well as theoretical subtleties and methodological practicalities, makes for reading that is both edifying and enjoyable. Few individuals have the breadth of mind and experience to be able to weave together the various threads that make up the professional evaluation tapestry, and House has done a great service by taking the time to set down the story for the rest of us to follow. I highly recommend this book to anyone who is involved with evaluation or who wants to learn more about the profession and its practices. Most of us in education are affected by evaluation either directly or indirectly, yet few of us have a clear sense of where it came from, what its goals are, how it is used (or misused) by institutions, and what are some of the larger consequences of its process and results. This book will answer many of these questions, and perhaps raise many new questions about how and why and for whom we do program evaluation.

\* \* \* \*

## CLASSIC REFERENCES IN EDUCATIONAL RESEARCH

The following selections are some "foundational" collections of research materials that are available for individual or library purchase. Often when one is seeking to review literature in a specific area they intend to research, it is useful to look at a large collection of research in the same area, see what sources are listed in those bibliographies, then go forth and begin building your own pertinent bibliography centered on your topic. Anyone who has done a large research project, a thesis, or a dissertation is familiar with the process. Having a well-selected collection can provide a quick start to the research process. If your library does not have these, you might recommend they purchase one or more of the collections.

AERA sponsored texts -- These first four selections were developed as special projects by the American Educational Research Association. Even though a couple of the titles are approaching a decade-old, these represent classic collections in the field of educational research. Certainly the methodologies used are still current, if not the findings themselves.

### *Handbook of Research on Curriculum.*

Editor: Philip W. Jackson

This is the definitive guide to what is known about planning, development, and improvement of curriculum in every academic area from nursery school through grade 12. Going beyond neat summaries of findings, this book discusses significant research, new developments, and current conflicts over curriculum-related issues. Broken into four major parts, the book covers conceptual and methodological perspectives, how the curriculum is shaped, how it can act as a shaping force, and topics and issues within curricular categories. Topics include curriculum evaluation and assessment, the moral aspects of the curriculum, low-income African-American children and the public schools, and science and technology.

New York: MacMillan, 1992; 1088pp  
ISBN 0-02-900385-7; list 75.00

### *Handbook of Research on Teaching, 3rd edition*

Editor: Merlin C. Whittrock

Published in 1986, this is the reference guide to the state of the art with respect to teaching and learning. This massive handbook goes beyond merely offering a summary of research on theories and methods of research on teaching. It covers the theory and method of research on teaching, the social and institutional context of teaching, research on teaching and teachers, adapting teaching to differences among learners, and research on the teaching of subjects and grade levels.

New York: MacMillan, 1986; 1047pp  
ISBN 0-02-900310-5; list 75.00

**Encyclopedia of Educational Research,  
6th edition**

Editor: Marvin C. Alkin

Since 1941, the Encyclopedia of Educational Research has been the standard reference in its field. Now a new edition, the first in ten years, is available. It contains 270 all-new signed articles organized under sixteen broad headings, in four information-packed volumes. With new and difficult issues facing educators today, the Sixth Edition is the most useful and crucial reference for anyone needing information on the state of education today. Hundreds of new authors from every area of education have contributed their expertise to make the sixth edition a current, concise, and authoritative reference.

*"A comparison of the sixth edition to the fifth reveals that it was worth the wait. All articles are either updated, revised, or rewritten by a new subject expert/contributor. . . . Notable new additions include the issues of class size, AIDS in education, critical choice, parent choice, and education for teen mothers. Also, greater focus is placed on education in other countries. . . . A new and well-written appendix titled 'Doing Library Research in Education' suggests methods and resources to students wishing to conduct further research. An essential purchase for all college and university libraries." - CHOICE, November 1992.*

New York: MacMillan, 1992

ISBN 0-02-900431-4; list 400.00

**American Teachers: Histories of a Profession at Work**

Editor: Donald Warren

This is a comprehensive guide to the range of historical research on teachers, teaching, and teacher education in the United States. With original contributions by leading experts, it is a critical synthesis of the most important current knowledge. The chronological chapters link the history of teachers to the histories of instruction and teacher education placing discussions within political, economic, and social contexts. Covering a wide ground – from the history of teacher workplaces and salaries, to the history of teacher education and certification, and current issues and questions – the book shows this history from teachers' own perspectives, and provides a rich, expanded picture of teachers at work.

New York: MacMillan, 1989; 472pp

ISBN 0-02-900963-4; list 40.00

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**SIG Leader Comments -- continued from page 1**

directions the SIG can/should take so I can make your thoughts known to the group. I will also compile a summary of SIG business from the conference that will appear in the Spring issue of the newsletter. Please participate either way. CS

**The Kluwer International Handbook series**  
Kluwer Academic Publishers are in the process of issuing a monumental set of volumes featuring the "state of the art" in virtually every area of education theory and practice. The Handbook series is international both from the point of view of scope and from the diversity of its editors and contributors. (The following comments are from the Kluwer promotional brochure.)

**(1) Aims and purposes of the series**

The aim is to provide easily accessible, practical, yet scholarly sources of information about a broad range of topics and issues in education. Each Handbook was designed to follow the same pattern of examining in depth a field of educational theory, practice and applied scholarship, its scale and scope for its substantive contribution to our understanding of education and in so doing, indicating the direction of future developments. The perspective throughout was the twentieth century's academic achievements as they emerge into the next century.

**2) Structure of the series**

One of the distinguishing features of the series is the designed coherence of the volumes, maintaining as they do the key insistence on a synthesis of theory and good practice. By writing in an accessible style, with little unexplained jargon and theory always illuminated by sound practice, the general intention has been to make the works available to a broad spectrum of users. The individual volume editors, chosen for the quality of their contribution to, and academic standing in the chosen field, represent the world's leading educationalists both theoreticians and practitioners. Their task has been to identify the key areas in their field that are internationally generalizable and, in times of rapid change, of permanent interest to the scholar and practitioner.

Each volume will have approximately 1200pp in two hardbound bindings.

**Volume 1**

**International Handbook of Educational Leadership and Administration**

Chief editor: Kenneth Leithwood  
Ontario Institute for Studies in Education, Toronto  
Section editors:

Section 1: The Context for  
Educational Leadership and Administration  
Judith Chapman, University of Western Australia

Section 2: The Development of  
Educational Leadership and Administration  
Ann Weaver Hart, University of Utah

Section 3: Cognitive Perspectives on  
Educational Leadership and Administration  
Ken Leithwood

Section 4: Conceptions of  
Leadership and Administrative Practice  
Philip Hallinger, Vanderbilt University

Section 5: Critical Perspectives on  
Educational Leadership and Administration  
David Corson, Ontario Institute for Studies in Education

Publication: March, 1996  
ISBN 0-7923-3530-9; list 395.00

**Volume 2**  
*International Handbook of  
Science Education*

**Chief editors:**

Barry J. Fraser  
Curtin University of Technology – Perth, Australia  
Kenneth G. Tobin  
Florida State University

**Section editors:**

**Section 1: Research Methods**

John Keeves  
Flinders University of South Australia

**Section 2: Learning**

Reinders Duit  
University of Kiel, Germany

David Treagust  
Curtin University of Technology, Australia

**Section 3: Curriculum**

Jan van den Akker  
University of Twente, The Netherlands

**Section 4: Teaching**

Ken Tobin

**Section 5: Learning Environments**

Barry Fraser

**Section 6: Teacher Education**

Tom Russell & Hugh Munby  
Queens University at Kingston, Canada

**Section 7: Assessment and Evaluation**

Pinchas Tamir  
Hebrew University of Jerusalem, Israel

**Section 8: Equity**

Dale Baker  
Arizona State University

**Section 9: Educational Technology**

Marcia Linn  
University of California at Berkeley

**Section 10: History and Philosophy of Science**

Michael Matthews  
University of New South Wales, Australia

Publication date: December, 1996  
ISBN 0-7923-3531-7; list 395.00

**Volume 3**

*International Handbook of  
Teachers and Teaching*

**Chief editors:**

Bruce J. Biddle  
Center for Research in Social Behavior  
University of Missouri-Columbia

Thomas L. Good  
College of Education--University of Arizona

Ivor F. Goodson  
Western Ontario University, Canada

**Part I – Teachers**

**Part II – Teaching**

Publication date: October, 1996  
ISBN 0-7923-3532-5; list 395.00

**Volume 4**  
*International Handbook of  
Mathematics Education*

**Chief editor:**

Alan Bishop  
Monash University, Australia

**Section editors: (Provisional Table of Contents)**

**Section 1: Curriculum, Goals, Contents,  
Resources**

Jeremy Kilpatrick  
University of Georgia

**Section 2: Teaching and Learning Mathematics**

Colette Laborde  
University of Grenoble, France

**Section 3: Perspectives and Interdisciplinary  
Contexts**

Ken Clements  
University of Newcastle, Australia

**Section 4: Social Conditions and Perspectives  
on Professional Development**

Christine Keitel  
Freie Universität, Germany

Publication date: August, 1996

ISBN 0-7923-3533-3; list 395.00

**Volume 5**

*International Handbook of  
Educational Change*

**Chief editors:**

Andy Hargreaves  
Ontario Institute for Studies in Education, Canada

Ann Lieberman  
Teachers College, Columbia University

Michael Fullan  
University of Toronto, Canada

David Hopkins  
University of Cambridge, UK

**Section editors: (Provisional Table of Contents)**

**Section 1: [Community, Human Nature,  
and the School]**

Hargreaves and Lieberman

**Section 2: [Aspects of Ecological Change  
in Education]**

Lieberman and Hargreaves

**Section 3: [Creating Strategies for Reform]**

Fullan and Hopkins

**Section 4: [Evolution of Strategies for  
School Improvement]**

Hopkins and Fullan

Publication date: March, 1997

ISBN 0-7923-3534-1; list 395.00

**Concluding comments --** At a cost of ±2000.00, even the most ardent "bookaholic/researcher" will not likely purchase their own copy of this 5-volume edition, unless they are the affluent/scholarly ty

who insists on having their own complete edition of the Unabridged Oxford Dictionary. Nevertheless, with some 350+ worldwide contributors, the Kluwer *International Handbook* looks to be a landmark collection of up-to-date "turn-of-the-century" educational information. The Handbook would be more something that you should suggest be purchased by the Acquisitions Department of your campus library. The address they should contact is:

**Kluwer Academic Publishers**  
**Order Department**  
**P. O. Box 358, Accord Station**  
**Hingham, MA 02018-0358**  
**Phone: 617-871-6600**  
**FAX: 617-871-6528**  
**E-mail: kluwer@wkap.com**

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\* \*  
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### **NEW TITLES FROM SAGE PRESS**

Sage Press continues to be the leading publisher and distributor of research books, particularly those from the "new" qualitative perspective. A recent catalog listed several current or upcoming titles that may be of interest to SIG members.

#### **Qualitative Researching**

Jennifer Mason  
(University of Leeds)

*Clear and accessible, Qualitative Researching focuses on key issues that need to be identified and resolved in the qualitative research process, helping the reader develop the essential skills of qualitative research.*

Publication date: November 1996; 208pp  
List price: (hb) 69.95; (pb) 21.95

#### **Qualitative Research Design: An Interactive Approach**

Joseph A. Maxwell  
(Harvard Graduate School of Education)

*Taking a hands-on, innovative approach to qualitative design, it emphasizes the components of a design, how these interact with each other, and the environment in which the study is situated. Maxwell provides a clear strategy for creating coherent and workable relationships among these design components, highlighting the key design issues to deal with, and describing the main considerations that inform your decisions about these issues.*

Publication date: April 1996; 168pp  
List price: (hb) 39.95; (pb) 17.95

#### **InterViews: An Introduction to Qualitative Research Interviewing**

Steinar Kvale  
(Institute of Psychology - Aarhus University, Denmark)

*Interviewing is an essential tool in the repertoire of the qualitative researcher, and yet the intricate relationship between the "hows" and the "whys" of the interview process is not always easily understood. Steinar Kvale's *InterViews* provides both the theoretical underpinnings and practical aspects of the interview process.*

Publication date: April, 1996; 344pp  
List price: (hb) 42.00; (pb) 19.95

#### **Qualitative Interviewing: The Art of Hearing Data**

Herbert J. Rubin & Irene S. Rubin  
(Northern Illinois University, De Kalb)

*With this volume, qualitative researchers will learn how to design research based on interview data; stimulate conversation; absorb what is being said; and synthesize, analyze, and present an informed description of the data.*

Publication date: 1995; 302pp  
List price: (hb) 40.00; (pb) 22.95

#### **Action Research: A Handbook for Practitioners**

Ernest T. Stringer  
(Center for Aboriginal Studies - Curtin University of Technology, Australia)

*Action research itself represents a type of research undertaken by workers in a wide variety of community, organizational, or institutional settings. Action Research provides a series of tools to assist the novice practitioner in moving more comfortably through the research process.*

Publication date: February 1996; 190pp  
List price: (hb) 42.00; (pb) 18.95

#### **Computer Programs for Qualitative Analysis: A Software Sourcebook**

Eben A. Weitzman  
(New York University)

Matthew B. Miles  
(Center for Policy Research-Sparkill, New York)

*Without assuming its reader has extensive computer experience, Computer Programs for Qualitative Data Analysis takes a critical yet practical look at the wide range of software currently available. It gives detailed reviews of 24 programs in five major categories (text retrievers, textbase managers, code-and-retrieve programs, code-based theory-builders, and conceptual network-builders) and gives ratings of more than 75 features per program.*

Publication date: 1995; 372pp  
List price: (hb) 69.95; (pb) 31.50

The brief comments come from the Sage brochure; hope you find something useful in these new listings. Looking forward to seeing you in Albuquerque, or hearing from you via mail or e-mail.



To: CRLA Computer SIG  
From: Lucy MacDonald  
Date: October 28, 1995  
RE Computer SIG Activities

I finally figured out what's wrong with our new combination fax-copier-pc-telephone-answering machine-Coffee maker. There's no "on" switch.



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Welcome to the CRLA Computer SIG. This is an introductory newsletter, just to get started. The rest of the correspondence this year will be through email. Please send your email addresses to me at:

lucyCRLA@aol.com

This way you will get updated news about Computer SIG activities. If you do not have an email address, please let me know, so I can send printed copies of the news to you. Send this information me at the above address.

Our goals for this year are two fold.

- *to encourage the use of the LRNASST listserv for communication.*

To subscribe to the LRNASST listserve, do the following:

- 1) send email to [listserv@.arizona.edu](mailto:listserv@.arizona.edu)
- 2) Leave subject header blank
- 3) In body of message, put this:

SUBSCRIBE LRNASST [last name, first name]

I will post computer discussion questions once a month on this list serv.

October's questions were:

1. What software should be considered when designing a new Learning Center?
2. Can a CDROM be networked so I don't have to check out individual CD's?

- *to create a College Learning Center Web page.* This is under process. A shell will be put up this Fall. (I will let you know when it is ready and what the URL is) It will be a project for the Computer SIG to fill out and design. This means that you will get to say what you want on this page and how you want it designed. CRLA has already approved sponsorship.

The charge will be for each of you to begin designing your own Learning Center Web pages, so they can be linked to this national page! I have already had lots of requests to be on this page. However, people are sending me information to post on the page. It doesn't quite work that way. I will link to other pages already in existence! Many colleges have a college WEB page, but I think that we will want to link to individual learning center pages.

The final version should be ready to present to CRLA in Fall of 96!

So, welcome to the CRLA Computer SIG. See you online.

Lucy Tribble MacDonald

[lucy@chemek.cc.or.us](mailto:lucy@chemek.cc.or.us)

Chemeketa Community College

[lucyCRLA@aol.com](mailto:lucyCRLA@aol.com)

4000 Lancaster Dr. NE

[litlucy@aol.com](mailto:litlucy@aol.com)

Salem, OR 97305

# THE TUTORING EXCHANGE

## NEWSLETTER OF THE CRLA

### PEER TUTOR SIG

Editor Karan Hancock

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### ■■SPRING/SUMMER, 1996■■

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**Well, if you weren't in Alberta, Canada for CRLA's First International Symposium you certainly missed out on a fantastic experience.**

**Consider some of the things you missed:**

- a standing room only symposium: "Cyberspace Changes..." lead by Lucy MacDonald, David Caverly, Frank Torres and LaVern Schroeder.

- a symposium featuring actors from the audience modeling student behavior.

- a symposium that featured shouting, cartoons, and a group massage: all ways to deal with stress.

- the beautiful Lodge at Kananaskis, the mountains, the wildlife, the hospitality room.

- You missed a most interesting and thought provoking keynote address by Dr. John Ballheim, President of DeVry Institute of Technology, Calgary.

- you missed receiving your special edition Canadian Passport and the special presentation of the Canadian Lux Radio's version of a loose adaptation of the "The Indian Love Call."

- you missed Miss Molly, one of Calgary's top entertainers.

- you missed Reader Rabbit, and a RCMP Bear (in full uniform!)

- you missed Calgary, Banff, the Two Crows restaurant, and Lake Louise

- AND YOU MISSED SEEING PERRY FRANKLIN IN A DRESS!!!**

**The first International Symposium on Teaching and Learning was a wonderful success -- just ask everyone who was there. The symposium was such a success due to the hard work of the following people who deserve CRLA's special attention and accolades:**

Karl Olsen and Dorothy Gray were program co-chairs for the Symposium. Karl is no stranger to CRLA members, he heads up the Learning Skills Centre at the Sountern Alberta Institute of Technology in Calgary. During the Fall semester Karl was accomplishing this job 1-o-o-o-o-n-g distance. Karl was in Jordan teaching at the University there. Dorothy Gray (Grant MacEwan Community College in Edmonton) is a well-known and tireless supporter of CRLA. She served as Chairperson Coordinator at the Overland Park conference among other CRLA duties. Dorothy and Karl are to be congratulated for putting together a wonderful program of symposia (3 hours in length) and 75 minute roundtable discussions. This new time table was a great success, the three hour time frame gave participants and presentors a chance to really get involved in a topic with plenty of time for discussion, practice, and sharing.

Perry Franklin (Mount Royal College, Calgary) was the On-site Chair and brought in Dr. Ballheim for a most interesting and thought-provoking address. Perry also provided much of the wonderful entertainment (you'll have to find out more about this from a friend or colleague who was there!)

**Tom Gier was the Symposium Manager who saw to the "nuts and bolts" of the symposium: dealing with the Lodge management, the arrangements, etc. Tom has had more than enough experience with conferences and symposia for awhile. Tom is CRLA's Immediate Past President and literally had just finished planning and putting on one conference (San Diego) when he took on the role of Symposium Manager and planning yet another CRLA gathering.**

**CRLA owes a SPECIAL THANK YOU to two very special people who certainly participated and contributed "above and beyond" to the success of the First International Symposium.**

**Shân Robertson who works with Perry at Mount Royal College was in charge of the audio - visual equipment and it is a testament to her hard work that there were NO PROBLEMS!!! Every request was met and every machine worked without hitch. Thank you, Shân!**

**Kathy MacDonald is a marvel! Kathy works with Karl at SAIT and unless you were there, you really have no idea of the endless contributions made by Kathy. The programs, the letters, the E-mail messages to participants, the Canadian passports, the information packets, the name tags, the signs, the smoothest registration you can ever imagine, etc., etc., etc. were the products of Kathy MacDonald. I really think she is bionic!**

**Well, as you can see I haven't come down from my Canadian Rocky Mountain high yet! The First International Symposium was a great success and hopefully only the first in a long line of other symposia to be held in Canada.**

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**ATTENTION, ATTENTION, ATTENTION:**

**I am happy and honored to be turning over the reigns of the CRLA Peer Tutor SIG and the editorship of The Tutoring Exchange to Helen Baril and Elaine Wright.**

**Helen is the Director of the Learning Resources Center at Quinnipiac College in Hamden, Connecticut and Elaine is the Assistant Director. Their tutor training program is CRLA certified at all three levels: Regular, Advance, and Master. Helen and Elaine will bring not only new leadership to the Peer Tutor SIG, they will bring new insight and dimensions to The Tutoring Exchange.**

**Please send information for future publication in The Tutoring Exchange to Helen and Elaine at:**

**Helen Baril, Director  
Elaine Wright, Assistant Director  
Learning Resources Center  
Quinnipiac College  
Mt. Carmel Avenue  
Hamden, CT 06518**

More transition:

As you may know the CRLA International Tutor Certification Program has been one of the brightest jewels in the CRLA diadem. There are now over 250 college and university tutor training programs certified throughout the U.S. and Canada. and there has been inquiries made about CRLA ITCP from as far away as the University of Pretoria in South Africa. Since its inception it has been my pleasure to work with the CRLA ITCP as assistant coordinator and program evaluator when Tom Gier was the coordinator and then as coordinator when Tom was serving as President-elect and President. I have seen the program grow from its initial launching at the 1985 Denver Conference through the certification of the first 10 programs to the certification of over 250 programs. The growth and interest has been spectacular. I have been proud to be a representative of the program. It is, however, time to have new leadership and direction. Who better to provide that direction and leadership than Gladys R. Shaw.

As most of you know, Gladys is a long-time member of CRLA. She has served the organization in a variety of positions: Treasurer, Professional Association Liaison, ITCP evaluator and assistant coordinator just to name a few. She has presented many wonderful and informative sessions and institutes at our annual conferences and has been an acclaimed presentor at other national conferences. Gladys was awarded the CRLA Long and Outstanding Award at the San Diego Conference for her many contributions to the organization. Her tutor training program at the University of Texas at El Paso (Gladys is the director of the Tutoring and Learning center there) was the second program to be certified by the CRLA ITCP at all three levels: Regular, Advanced, and Master.

On a personal note Gladys has been a true inspiration and a most cherished mentor to me and I am proud to call her a colleague and a friend. I am happy to use this forum to introduce the new coordinator of the CRLA International Tutor Certification Program to you. You may contact Gladys and the ITCP at:

Gladys R. Shaw, Coordinator CRLA ITCP  
Director, Tutoring & Learning Center.  
300 Library  
The University of Texas at El Paso  
El Paso, Texas 79968-0611

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There is a new CRLA publication: The Tutor Training Handbook. This book contains practical, hands-on, "take the information and adapt it" information from members of the CRLA ITCP who all have CRLA certified tutor training programs. The Tutor Training Handbook was edited by Tom Gier and Karan Hancock.

The book has four parts: Part 1 is an overview with articles addressing such things as "Planning a Tutor Training Program" by Elaine Wright to "Andragogy: Appreciating the Characteristics of the Adult Learner" by Dr. Donna Wood, et al.

Part 2 contains general information regarding tutor training. Leading off is "Ingredients for a Good Tutor Session" by Tom Gier followed by "Role Playing for Tutor Training" by Dr. Kathy Carpenter and "Collaborative Learning" by Kate Sandberg, et al.

Part 3 gives specific ideas about tutor training and specific content/subject areas ranging from: "How Tutors can Help Tutees Improve their Concentration" by Becky Patterson, "Study Skills with emphasis on Math and Science" by Helen Baril, to "Helping Students with Papers in Different Disciplines" by Patty Linton and Genie Babb, et al.

Part 4/Appendices offer the reader complete information on the CRLA ITCP including all the forms necessary for submission of application material and a list of contributing authors for reader follow-up.

The Tutor Training Handbook may be ordered by contacting:

Rosalind Lee, CRLA Secretary  
Kwantlen University College  
8771 Lansdowne Road  
Richmond, British Columbia  
V6X 3Y8 Canada

cost: \$20.00 (U.S.) make check payable to CRLA: Tutor Training Handbook

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LAST NOTES:

CRLA's first fall conference is just around the corner. The 1996 Annual Conference will be held 30 October - 3 November 1996 in Albuquerque, New Mexico. See the following page for more information.

CONGRATULATIONS to Dr. Kathy Carpenter on her election as our new President-Elect and to Sylvia Mioduski as Treasurer.

Next time you see Dr. Donna Wood be sure and ask her about her trip to Italy.

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WELL, "TH-H-H-A-T'S ALL FOLKS!" Thanks for all your help, contributions, and support.

*Karen Hancock*



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Reading &  
Learning  
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## COLLEGE READING SIG NEWSLETTER

October 1, 1995

This is the first of several newsletters you will receive throughout the next year. The special interest group mailing list system is now in place and should not pose any problems in the future.

### UPCOMING EVENTS IN 1996:

Thursday, April 18 - Saturday, April 20

The 1996 International Symposium, Kananaskis, Alberta, Canada  
(See enclosed information)

Thursday, October 30 - Sunday, November 3

1996 CRLA Conference, Albuquerque, New Mexico

(Deadline for session & institute proposals - January 30, 1996)

### 1995 SPRING CRLA CONFERENCE HIGHLIGHTS:

1. Pre-Conference Institute : "Resources and Methods for Training Tutors"

Presenter: Karin Winnard

Resources: "Mind Games Procrastinators Play" from Psychology Today,  
January 1992.

"Procrastinators may say they're lazy. More often, they fear doing poorly, or doing too well. Or they are rebelling - indirectly - against authority."

"Most procrastinators value only the finished product of their efforts. They don't see that intermediate steps can also bring a sense of accomplishment."

**"The Perfectionist's Script for Self-Defeat" from Psychology Today, November 1980.**

"Perfectionists must learn that their success in life may be in spite of their high standards, not because of them."

"Bloom's Taxonomy of Education: Cognitive Domain" and corresponding "Questioning for Quality Thinking" - compiled by M. Burke (copy enclosed)

Thinking is a Skill - by Edward DeBono (helpful videotape)

2. Session: "Charting Pathways in Learning Center Computer Labs"

Presenters: David Caverly, Fran England, Ann Faulkner, Lucy McDonald, La Vern Schroeder, & Kathy Thayer

- \* Suggestions for integrating new technology into reading programs:
  - Use CD-Roms to provide schema
  - Hook up with Internet and World Wide Web
  - Access library catalogs and their CD-Roms
  - Teach reading & writing via network
  - Use of computer alone --- outdated
  - Share software ideas on Internet's Learn Assist
- \* "Resources on Adult Literacy and Technology" (copy enclosed)

3. College Reading SIG Lunch handout - "How to Get Back on Track When You Are Behind" (copy enclosed)

RESOURCE / SUPPORT NETWORK:

The College Reading SIG currently acts as a reference/contact source for all members. Please contact me if you would like the names and addresses of other SIG members near you who could possibly provide support or who have volunteered to act as unofficial "experts" in specific areas.

IDEAS / SUGGESTIONS:

- \* We are looking for presentations for the College Reading SIG to sponsor in October in Albuquerque. Please contact me if you have any suggestions.
- \* Please forward any items or useful information to include in the next newsletter.

Carol Wills  
381 Nova Lane, Menlo Park, CA 94025  
Phone - 415-324-0268 Fax - 415-328-5147

See you in 1996 in Calgary in April and Albuquerque in October !!

*Carol*



READING • LEARNING ASSISTANCE

**College  
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Learning  
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• DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

July 1996

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Anna-Marie Schlender  
PO Box 7738  
Berkeley, California 94707

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The EFL/ESL SIG Newsletter is put out quarterly: July, October, January, April. Every attempt is to have it in the mail and on its way to you by the 15th of these months.

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I re-read my January issue to you and I still have the same question? Am I the only person to feel that this new year is going by too quickly? 1995 just ended, didn't it? Why aren't we still in January? Snafus on my end did not allow me to put out a newsletter in April. Please also note the change of address at the top of the page.

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*Canada in April*

Canada in April is beautiful. Many of us took advantage of hiking and sightseeing. The format of the Symposium was enjoyed by everyone present. Recommendations, pleas, suggestions were given to the planners that we make the Symposium format a regular part of CRLA. I couldn't agree more. Everyone was relaxed; the only frenzy was the choice we had to make each time we went to a session.

I have borrowed from Karen Hancock's newsletter to let you know what you missed:

If you didn't attend, you missed two bears dressed as Royal Mounty Police!

Reader Rabbit attending a stress workshop.

Canadian hospitality.

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*Activities for EFL/ESL SIG*

Who is going to New Mexico? Let me know so that we can plan to be represented in activities at this conference. Let me know what you would like our SIG to do.

Some of you have expressed displeasure at the costs of both the breakfast and lunch functions. I have requested a business meeting at the end of the day so that we can meet for dinner or a drink. I felt this was better than the usual breakfast or lunch route.

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The following is a repeat request. Is anyone out there?

Language Lesson exchange

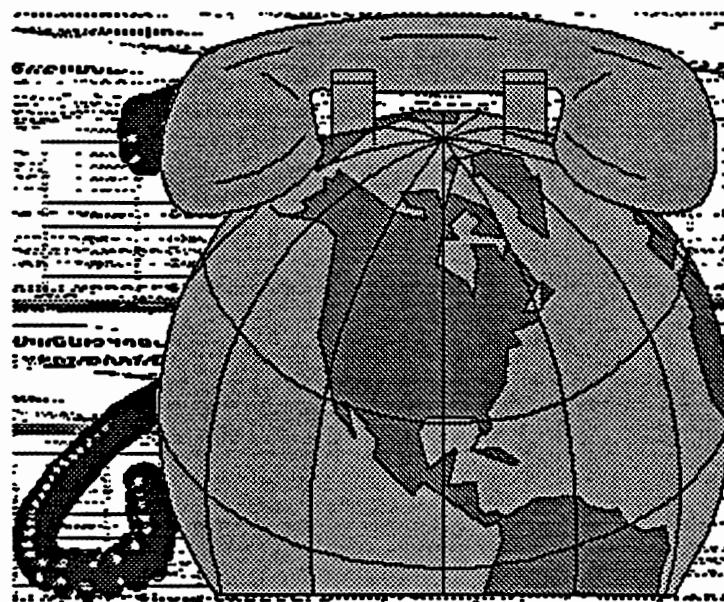
One of my colleagues in psychology recently asked me what she could do for the NSS in her class so that they could understand and read the textbook better. I prepared a one-page handout for her. It was based on SQ3R, but I applied it to the text she was using. I also said give to all of your students-- not just the NSS.

What class session do you need a lesson for or would like to have something that works better than you have? What would you think of a lesson-swap-exchange? We have 60+ members in our SIG. If everyone shared a lesson, we would each have 60 new lessons and possibilities! WOW!! At each year's conference we would then leave with our own resource material book.

I can hear someone out there saying: "Anna-Marie everyone needs to follow a format. I want a plan that is specific." (I would have to add to this that I would want your name and phone number/telefax number/e-mail address so that I can ask you questions if I needed clarification.) So for those of you who need structure here is what I have used in my methods and materials classes for students to share lesson plans. Zerox it and send me a copy with your lesson.

Let's show the other SIG's that we are a group of doers!

## **Section G: Directory**



## DIRECTORY

## COLLEGE READING AND LEARNING ASSOCIATION

**CRLA**  
**5500 East Pacific Place**  
**Denver, CO 80222-4826**

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