

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL

SEPTEMBER 2, 1998

SUMMARY OF MINUTES

Members on-line: Kathy Carpenter, *President*; Vince Orlando, *Past-president*; Michael O'Hear, *President-elect*; Sylvia Mioduski, *Treasurer*; Lorraine Dreiblatt, *Secretary*; Rosalind Lee, *Membership Chair*; Roz Bethke, *Newsletter Editor*; Pat Jonason, *In-coming president-elect*; Gretchen Starks-Martin, *In-coming treasurer*.

1. The meeting was called to order at 4:00 pm. with agenda approval.

2. The minutes of July 8, 1998 were approved as amended.

3. Treasurer's report

Sylvia reported a 42% increase of assets over last year. A question was raised as to the best place for the investment of a CD maturing soon. No decisions were made. She suggested that an accountant for auditing be hired whose office is near the in-coming treasurer. The auditing fee for this year will be about \$1400. Regie Holdaway and Donna Wood have been bonded since they will be handling registration and exhibit fees for the Salt Lake City Conference. She also recommended that the fiscal year be changed to January to be in better proximity to the Conference.

4. Conference update

Mike reported that a list of local restaurants will be provided because there will only be one open in the hotel. He also requested that travel plans by the Board be e-mailed. Expenses for incoming Board members will be paid during the preconference Board meetings. Three or four corporate sponsors have been obtained thus far. The Board encouraged the committee to provide food for all registration workers and that the student workers be allowed to hear the keynote address without registering. All conference chairs are requested to develop job descriptions and time line for future chairs. The Board approved that Elaine Wonsavage be recognized for her contributions to the field of reading if she attends the Conference. A meeting between Board members and Clifford Bib, president of NADE, will be arranged. The Board will also attempt to meet with committee chairs.

5. Mail service report

All records have been sent and updated by Executive Services Group at PO Box 6251, Auburn CA 95604. Back newsletters, journals, and labels can be obtained through ESG; those for external organizations will be available at \$50. Envelopes and letterheads will be printed by the services also.

6. Membership chair

Rosalind requested suggestions to fill this position.

7. Newsletter

Ads for membership coordinator and journal editor will be published in next newsletter to be sent probably the second or third week of October. CRLA and web site address will be included, as well as a list of on-site conference committee chairs.

8. Committee reports

Kathy is collecting all reports to be displayed at Conference with one hundred copies available for members.

- A preliminary contract is being negotiated with a hotel in Reno for the Conference of 2000.
- A list of members of the Past Officers Council will be printed in the coming newsletter. Karen Smith is chair-elect; Susan Deese is chair presently.
- The by-law format was approved with the following amendment to say, "Properly addressed return envelope with space on back for voter's signature" (omitting "stamped")
The Board requested that Denise Swann send these changes to the mailing service to be reproduced and mailed 30 days prior to Conference.
- The report of the Professional Development Committee will be sent to Hunter Boylan. Kathy will e-mail committee members to express our gratitude for their efforts.
- Vince reported that since July there have been 265 viewers to our web site. Dates for conference and call for papers for 1999 will be on the web.
- Karen Smith reported that Board minutes in the archives will soon be computerized and sent her report.
- The Board moved that the mission and goals as sent forth by Gladys Shaw be accepted with the name changed to The International Tutor Certification Program and the International Mentor Certification Program (ITCP -IMCP) since each program can stand alone or be combined.
- It was suggested to add to the Strategic Plan, "Technology education" to page 2, and "Canada" to page 3 under conference held mid-west
- Report from CAS chair Becky Johnen was discussed. The Board appointed Georgine Materniak as alternate.
- The National Tutoring Association certification document was reviewed and recognized by the Board. No conflict of interest was perceived between this certification and CRLA's since NTA certification applies to individuals primarily completed four-year degrees and ours is other is primarily for undergraduates.

10. Survey of salaries

The request by Gladys Shaw for mailing labels for the NADE survey of salaries was granted with the proviso that CRLA be acknowledged in the cover letter.

11. Printed materials

Limited copies of the treasurer's report provided by Sylvia; committee reports provided by Kathy; Strategic Plan provided by Becky and By-law changes provided by Denise will be available

CRLA Conference Call
September 2, 1998
Summary of Minutes, Page 3

for distribution to members at the conference, and a minimum of three copies of each will be made available in the Reading Resource Room.

The meeting was adjourned at 6:20 PM CDT.

The minutes were approved October 10, 1998.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL

September 2, 1998

MINUTES

Members on-line: Kathy Carpenter, *President*; Vince Orlando, *Past-president*; Michael O'Hear, *President-elect*; Sylvia Mioduski, *Treasurer*; Lorraine Dreiblatt, *Secretary*; Rosalind Lee, *Membership Chair*. Roz Bethke, *Newsletter Editor*, Pat Jonasen, *In-coming president-elect*; Gretchen Starks-Martin, *In-coming Treasurer*.

The meeting was called to order at 4:00 pm CDT.

1. *Agenda approval (Attachment A)*

Lorraine moved that the agenda be approved as amended. Mike seconded. PASSED.

2. *Minutes of the Conference Call of July 8, 1998*

Sylvia moved to approve minutes as amended. Mike seconded. PASSED.

3. *Treasurer's report*

Sylvia reported that we have a 42% increase of assets over last year. She also reported that a CD is coming close to maturity; therefore, there will be a question as to the best place to invest the money. It will be necessary to find an accountant for auditing whose office is near Gretchen. This year the fee for auditing will be about \$1400. Sylvia again recommended that the fiscal year be changed to January. Regie Holdaway, who will be handling registration and Donna Wood will be handling the publishers' exhibits for the Salt Lake City Conference have been bonded.

Mike moved to accept treasurer's report. Lorraine seconded. PASSED.

4. *Conference update*

Mike reported that plans are finalizing for the conference. He also reported the following:

- a. There will be only one restaurant open in the hotel, but a list of local restaurants will be provided for all participants.
- b. Kathy will be in Salt Lake Friday night. All other Board members will arrive Sunday. Mike requested that travel plans by Board be e-mailed. Expenses for in-coming Board members will be paid during the preconference Board meetings only. All Board members are expected to attend the leadership luncheon.
- c. There have been three or four corporate sponsors obtained thus far.
- d. The Board encouraged the committee to provide some food for all workers, especially those at registration. Student workers will be allowed to hear keynote address without registering.
- e. All conference chairs were requested to develop job descriptions and time lines for future conference chairs.
- f. Mike requested that some type of award be presented to Elaine Wonsavage for her contributions to the field of reading (*Attachment B*).

Lorraine moved that Ms. Wonsavage be recognized for her contributions to the field of reading if she attends the Conference. Sylvia seconded. **PASSED.**

- g. A meeting with Clifford Bibb, president of NADE, and the Board will be scheduled at the conference. Mike and Kathy will schedule the time.
- h. Kathy will e-mail all committee chairs regarding possible meeting at Conference.

5. Mail service report

All data has been sent and updated by our new service Executive Services Group at PO Box 6251, Auburn CA 95604. Rosalind will also send street address to all Board members for shipping purposes. Labels can be obtained through

ESG. Labels for external organizations will be available at \$50; requests should go to treasurer or membership chair. The service will also print envelopes and letterheads. Back newsletters and journals will be sent also.

6. *Membership chair*

Rosalind requested suggestions from Board to fill this position.

7. *Newsletter*

Ads for membership coordinator and journal editor will be published in next newsletter to be sent probably the second or third week of October. There was a discussion of contents of next issue. Newsletter corrections were then provided. CRLA and WEB site addresses will be included, as well as a list of on-site conference committee chairs.

8. *Committee reports*

Kathy is collecting all committee reports which will be displayed at Conference. One hundred copies will be made available at the Conference.

a. *Site selection*

Preliminary contract has been signed with a hotel in Reno for the Conference of 2000.

b. *Past Officers Committee*

A list of members will be printed in the coming newsletter. Karen Smith is the chair-elect beginning at the Conference. Susan Deese serves as chair presently.

c. *By-law changes*

It was agreed that the new format looks very good, as amended to say "Properly addressed return envelope with space on back for voter's signature" (omitting "stamped) Art. VII - 3D -(Attachment C)

Vince moved to request Denise Swann to send by-law changes to mailing service which will be reproduced and mailed 30 days prior to SLC Conference. Mike seconded. PASSED.
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Committee

Report (*Attachment D*) will be sent to Hunter Boylan. Kathy will e-mail committee members to express our gratitude for their efforts.

e. Web sites

Vince reported that since July, there have been 265 viewers. Dates for conference and call for papers of the 1999 conference will be on the web.

f. Archives and LAC Monograph

Report from Karen Smith has been received. The archives will soon be computerized. No information has been received on the Monograph.

g. ITCP - IMCP

New mission and goals were discussed. With the addition of the mentor certification program, a name change is in order. Gladys had suggested International Tutor and Mentor Certification Program (ITMCP.) However, since the programs may be combined but can also stand alone, the board felt that separate names would more correctly identify the contents of the programs (*Attachment E*).

Mike moved that the mission and goals as sent forth by Gladys Shaw be accepted with the name changed to The International Tutor Certification Program and the International Mentor Certification Program Vince seconded. PASSED.
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h. Strategic plan

It was suggested to add "Technology education" to page 2, and "Canada" to page 3- "*conference held mid-west..."(*Attachment F*)

i. CAS

Report from CAS chair Becky Johnen was discussed.

Mike moved that Georgine Materniak be appointed as alternate. Sylvia seconded. PASSED.

9. NTA certification proposal (Attachment F)

The National Tutoring Association certification document was reviewed. There seemed to be no conflict of interest between this certification program and the CRLA's since the NTA certification applies to individuals who have completed four-year degrees and CRLA's Tutor certification is primarily for undergraduates.

Mike moved that CRLA recognize certification. Sylvia seconded. PASSED.

10. Survey of Salaries

Gladys Shaw requested mailing labels for the NADE survey of salary. The request was granted with the proviso that CRLA be acknowledged in the cover letter.

11. Printed materials

Limited copies will be available for distribution at the Conference to members and a minimum of three copies of each of the following will be made available in the Reading Resource Room for perusal by members:

1. Treasurer's report - provided by Sylvia
2. Committee Reports - provided by Kathy
3. Strategic Plan - provided by Becky
4. By-laws changes - provided by Denise

The conference call was adjourned at 6:30 pm CDT.

The minutes were approved on October 10, 1998.

COLLEGE READING AND LEARNING ASSOCIATION

CONFERENCE CALL

September 2, 1998

List of Attachments to Minutes

- A. Agenda for the conference call
- B. Letter from Mike regarding Elaine Wonsavage
- C. Recommended changes to bylaws
- D. Professional Development Committee report
- E. International Tutor and Mentor Certification Program proposed goals and mission statement
- F. CRLA Strategic Plan

September 2, 1998

Attachment A,

1 Page

Subj: Sept. 2 conference call

Date: 98-08-26 12:38:12 EDT

From: CARPENTERK@platte.unk.edu (KATHY CARPENTER, PH.D.)

To: Kathy@platte.unk.edu, Carpenter@platte.unk.edu, Ph.D.@platte.unk.edu, @platte.unk.edu (Telephone:), 308.865.8214@platte.unk.edu, 308.865.8214@platte.unk.edu, CRLA@platte.unk.edu, President@platte.unk.edu, @platte.unk.edu (Telephone:), 308.236.7601@platte.unk.edu, 308.236.7601@platte.unk.edu, Director@platte.unk.edu, of@platte.unk.edu, Learning@platte.unk.edu, Center@platte.unk.edu, @platte.unk.edu (FAX:), 308.865.8157@platte.unk.edu, University@platte.unk.edu, of@platte.unk.edu, Nebraska@platte.unk.edu, at@platte.unk.edu, Kearney@platte.unk.edu, @platte.unk.edu (e-mail:), carpenterk@platte.unk.edu, Kearney@platte.unk.edu, NE@platte.unk.edu, 68849@platte.unk.edu, WEB@platte.unk.edu, PAGE@platte.unk.edu, for@platte.unk.edu, the@platte.unk.edu, UNK@platte.unk.edu, Learning@platte.unk.edu, @platte.unk.edu (Center:)

Hello fellow board members.

We have a winner!!! We will be having a CRLA board conference call on Wednesday, Sept. 2, from 4:00 to 6:00 pm, CDT. To access the conference call board meeting at 4:00 pm that day with US West, dial 1-303-633-1838. *If you have trouble getting connected, dial the conferencing services, 1-800-263-3863, give them our client I.D. number which is 12822, and asked to be connected. The call reservation number is 10365391.

If you have items you wish to add to the agenda, please be ready to suggest them at the beginning of the call prior to the approval of the agenda.

The Conference Call Agenda is as follows:

- I. Approval of Agenda
- II. Approval of Minutes - July 8, 1998
- III. Treasurer's Report
- IV. Conference Updates
 - A. General information
 - B. Board Travel Plans
 - C. Exhibits
 - D. Perks for Conference Workers (esp. registration)
 - E. Development of job descriptions and timelines for all conference chair positions
 - F. Elaine Wonsavage
 - G. Meeting with NADE President
 - H. *Meeting with Committee Chair*
- V. Mail Service Report (Rosalind)
- VI. Newsletter Update (Roz)
- VII. Annual Reports (Kathy)
- VIII. Committee Reports
 - A. Site Selection
 - B. POC
 - C. By-Laws
 - D. Professional Development
 - E. Websites
 - F. LAC Monograph
 - G. Archives
 - H. ITCP
 - I. *Strategic Plan*
 - J. *CAS*

Subj: Elaine Wonsavage
Date: 98-07-20 11:49:15 EDT
From: Ohear@ipfw.edu
To: carpenterk@platte.unk.edu, orlandov@mscd.edu, ldreiblatt@aol.com, miodusks@u.arizona.edu, Ohear@ipfw.edu

Over the weekend, while I was in Salt Lake City, I had lunch with Elaine Wonsavage, the person I had originally wanted to speak at the Saturday luncheon at the conference. I came away very impressed with all that she has done to improve reading skills of children and adults. Although it is still uncertain whether she will be in Salt Lake at the time of the conference, she seems willing to do a session if she is there. I would like the Board to consider the possibility of giving her a special award for a lifetime of work promoting reading among people of all ages if she can attend the conference. The Weekly Reader is only a beginning of her achievements. She has written extensively and successfully on a variety of reading skills (and had distribution of her work in millions of copies). She directed the development of adult reading materials for Xerox. She has been honored for her work by three Presidents. I think that we would be remiss if we didn't honor a person with her kind of achievements when the opportunity to do so arises.

What do you think?

Mike

P.S. Kathy, the pictured arrived and scanned well. I will send it back to you in today's mail.

Headers

Return-Path: <Ohear@ipfw.edu>
Received: from rly-zb01.mx.aol.com (rly-zb01.mail.aol.com [172.31.41.1]) by air-zb03.mail.aol.com (v45.21) with SMTP; Mon, 20 Jul 1998 11:49:15 -0400
Received: from smtpink.ipfw.edu (smtpink.ipfw.edu [149.164.187.109])
by rly-zb01.mx.aol.com (8.8.8/8.8.5/AOL-4.0.0)
with SMTP id LAA13064 for <ldreiblatt@aol.com>;
Mon, 20 Jul 1998 11:49:14 -0400 (EDT)
From: Ohear@ipfw.edu
Received: from ccMail by smtpink.ipfw.edu
(IMA Internet Exchange 3.01 Enterprise) id 0014E7ED; Mon, 20 Jul 98 10:49:13 -0700
Mime-Version: 1.0
Date: Mon, 20 Jul 1998 10:48:19 -0700
Message-ID: <0014E7ED.CE21227@ipfw.edu>
Subject: Elaine Wonsavage
To: carpenterk@platte.unk.edu, orlandov@mscd.edu, ldreiblatt@aol.com,
miodusks@u.arizona.edu, Ohear@ipfw.edu
Content-Type: text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7bit
Content-Description: cc:Mail note part

September 2, 1998

Attachment C

2 Page(s)

Current bylaws**Article VIII - Quorum reads:**

A quorum for any regular or special membership 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 XII -- Amendments reads:

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.

Recommended**Article VIII - change to read:**

A quorum for a regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association at the time of the vote.

Article XII -Amendments - change to read:

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. Once amended and approved by the membership, these bylaws will supercede the Constitution.

New Article to read:

Article XIV - International Tutor/Mentor Certification Program

An institution of higher education in any state or country may apply to have their tutoring and/or mentoring program certified by the CRLA International Tutor/Mentor Certification Program. Institutions must comply with the provisions set forth by the Board in order to be certified. Once an institution's tutor/mentor program is certified that program will receive a certificate and be authorized to issue individual CRLA tutoring and/or mentoring certificates.

Current bylaws

Article VII - 3D - Reads:

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.

Article VII - 3G - Reads:

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.

Recommended Changes

Art. VII - 3D - Change to read:

Information about all candidates, one official ballot with instructions for completing the ballot, and a properly addressed and stamped (or to read: and unstamped) return envelope with a space on the outside of the envelope for the voter's signature will be mailed by a date set by the Board to all members in good standing.

Art. VII - 3 G - Change to read:

Voting shall be by secret mail ballot. All votes postmarked on or before the date set by the Board and received no later than 7 days after the set date will be included in the final count.

All signatures on return envelopes will be checked against a list of eligible voting members before they are included in the final count (as outlined in Robert's Rules of Order). Unsigned envelopes will be discarded since membership cannot be verified. The folded and unread votes will be separated from the envelope then placed and held in a receptacle until the time the votes are to be counted to allow for secret voting procedures to be carried out.

Ballots will be counted after the 7-day grace period by the chair of the election committee or by a member of the election committee that the chair has designated along with two CRLA members in good standing. A majority of the votes cast shall be necessary for election. In the event of a tie, the balloting for that office should be repeated as many times as necessary to obtain a majority vote for a single candidate. (Robert's Rules of Order)

In the event that an error (i.e., failure to abide by the bylaws) occurs in the mailing or content of the ballots, the Board can vote to either correct the error and extend the return time, or it can annul the first balloting and mail new ballots.

From: SMTP%"Karen.Agee@uni.edu" 25-AUG-1998 08:18:55.
To: CARPENTERK
CC:
Subj: Professional Development Committee Report

CRLA Conference Call
September 2, 1998
Attachment D
3 Pages

Return-Path: <Karen.Agee@uni.edu>
Received: from cobra.uni.edu ([134.161.1.11]) by platte.unk.edu with ESMTTP
for carpenterk@platte.unk.EDU; Tue, 25 Aug 1998 8:18:53 -0500
Received: from uni.edu by uni.edu (PNDF V5.1-12 #U2748)
id <01J10GKOCKXY8WYBTA@uni.edu> for carpenterk@platte.unk.EDU; Tue,
25 Aug 1998 08:21:13 CDT
Date: Tue, 25 Aug 1998 08:21:13 -0500 (CDT)
From: Karen.Agee@uni.edu
Subject: Professional Development Committee Report
To: carpenterk@platte.unk.EDU
Message-id: <01J10GKOCKY08WYBTA@uni.edu>
X-VMS-To: IN%"carpenterk@platte.unk.edu"
MIME-version: 1.0

In response to our earlier report on the body of the "Tentative Outline of a National Certification Program for Developmental Education Professionals," you have asked the Committee to report as well on our discussions of Appendix I of that proposal. We respond with commentary and questions for each section of the proposed list of certification competencies. (We have edited the list slightly in some places.)

BASIC COMPETENCIES

Teaching and Learning -- includes the ability to use techniques appropriate to learning improvement and developmental education, such as the following:

- a) utilization of appropriate learning theories;
 - b) application of principles of instructional design and development;
 - c) development of instructional materials; and
 - d) application of knowledge of the developmental nature and needs of students.
- a) Who will determine the "appropriateness" of learning theories? Will there be a set list of what is or isn't appropriate? Are student development theories considered learning theories? Will that list change as the membership of the screening committee changes?
- b) Is this determined by examining the candidate's "scope and sequence" of instruction, by essay exam, or in some other way?
- c) What level of instructional materials development is acceptable? A syllabus? X number of tests?
- d) How can the assessment of "application and knowledge" be assessed other than with a direct observation? We've all seen people who use all the right words in applications and materials, then totally ignore the concept. (Just think of all the times you've been lectured to about active learning!)

Diagnosis and Assessment -- includes the ability to implement diagnostic and assessment activities to place students accurately and prescribe treatments:

- a) selection of instruments;
- b) applications of cognitive and noncognitive instruments;
- c) interpretation of diagnostic and assessment information;
- d) use of diagnostic information to prescribe treatments; and
- e) use of assessment information to place students.

Since qualification to administer some diagnostic tests is determined by educational degrees and licensing exams, some consideration must be given to levels of instruments and interpretation of said tests.

If I know that a low ACT score is a risk factor, have I demonstrated an ability to place students and/or prescribe treatment? Before you say no, think of how

if I know that a low ACT score is a risk factor, have I demonstrated an ability to place students and/or prescribe treatment? Before you say no, think of how many developmental education programs and practitioners do exactly -- and only -- that. Is that what we want to certify?

The wording of this section implies a medical (deficit) model: just like a physician, the developmental educator should diagnose the ill and prescribe treatment, it seems. Physicians, though, are also expected to observe the progress of treatment and make changes as needed. Is the medical model appropriate? If so, don't we need to go beyond placement and prescription?

Academic Intervention -- includes the ability to implement non-course-based interventions for students, such as the following:

- a) tutoring;
- b) tutor training;
- c) freshman seminar/orientation experiences;
- d) academic advising; and
- e) academic counseling.

It will be interesting to see how the ability to implement an intervention can be assessed. In addition, "tutor training" is not really an intervention strategy for students, is it?

Program Evaluation -- includes the ability to implement course or program evaluation activities, such as the following:

- a) selecting evaluation methodology appropriate to program activities;
- b) collecting and maintaining data;
- c) combining qualitative and quantitative evaluation data;
- d) analyzing evaluation data; and
- e) writing an evaluation report.

a) Who determines appropriateness of methodology? And if the method is prescribed by the institution but frowned on by the certification board, what then?

c) What does it mean to "combine" qualitative and quantitative data? Merely to include both in a program evaluation? If the institution frowns on qualitative data, should the professional gather it anyway to achieve certification?

d) How will the ability to analyze data be assessed? A campus with helpful statistical services can help make sense of data: in that case, is the candidate disqualified for seeking help? Or does that candidate have an unfair advantage?

Technology -- includes the ability to perform basic computer operations, such as the following:

- a) using e-mail;
- b) accessing the Internet;
- c) using word processing programs; and
- d) using the above to improve student learning.

a) What does e-mail have to do with being a good developmental educator or learning assistance professional? Are we going to assess the fact that someone can do e-mail or assess the value of what they use it for? E-mail does give us opportunities to look for unprofessional behavior, inappropriate use of publicly funded equipment, poor taste, useless banter, etc.

b) Having seen how much trash is out there on the Internet, we wonder of what value that access may be. And would insisting upon Internet access unfairly favor people from campuses with the money and personnel to provide more sophisticated support?

c) Is there a word-per-minute guide for word processing? Are we going to have to argue about MAC vs Gateway?

d) What solid evidence is there that computer technology listed in this competency directly has anything to do with improved student learning? Would a more useful computer operation be accessing degree audits and other student records electronically? Or familiarity with computer-aided instruction?

Teaching and Learning -- includes advanced applications of teaching and learning principles, such as the following:

- a) individualized instruction;
- b) supplemental instruction;
- c) paired courses;
- d) learning communities; and
- e) learning styles.

Are these really applications of teaching and learning principles? The first four seem to be delivery methods. The fifth probably belongs under Counseling and Advising, below. Perhaps andragogy would be a teaching and learning principle for which applications would be appropriate in this section.

Leadership -- includes the ability to organize program resources and personnel to accomplish goals and objectives through such actions as the following:

- a) developing and maintaining budgets;
- b) selecting and supervising personnel;
- c) developing and implementing staff training;
- d) coordinating resources and personnel; and
- e) planning educational programs.

Not every certificate-worthy professional has any opportunity to perform these actions. Are you saying that only people with supervisory authority can earn an advanced certificate?

Counseling and Advising -- includes the ability to promote student development through such actions as the following:

- a) applying developmental academic advising techniques;
- b) using diagnostic testing procedures;
- c) prescribing learning activities based on diagnostic information; and
- d) applying basic counseling techniques.

b) See comments regarding diagnosis and assessment above.

a)-d) Here again, access to these activities may be very limited, and if that is part of the intent of advanced certification, then we all need to be in agreement about that.

Technology -- includes the ability to use advanced computer technology for the following:

- a) designing instructional materials;
- b) developing data bases;
- c) managing instruction; and
- d) coordinating program activities.

What is "advanced computer technology"?

b) Do we really expect people to be able to develop databases? Consider that developing a database can be very mechanically done but produce a worthless set of information. A good database is a beautiful but rare machine.

c) Do you want candidates to show that they can use computers to manage instruction itself, or administration of instruction? If the former, what does it mean to manage instruction?

Might it not be appropriate to demonstrate some knowledge of how to provide learning assistance to distant learners, where one's institution has decided to provide -- and support -- distance learning?

Some additional concerns:

1. In this certification process the greatest power lies in the grandfathering process. Perhaps that kind of person-by-person review is the best way to assess overall competencies and deservedness. The difficulty would be to keep certification from becoming a token reward or political favor.

2. Because this certification process could require the documentation, verification, letters of support, and proofs of competency equivalent to a tenure decision, it should not be a hoop to jump through but a standard to strive for. The tutor certification process may not be the best model to follow: it may set too low a standard. Whether certification becomes a hoop, a boxtop prize, or a serious and celebratable accomplishment depends upon how

1. In this certification process the greatest power lies in the grandfathering process. Perhaps that kind of person-by-person review is the best way to assess overall competencies and deservedness. The difficulty would be to keep certification from becoming a token reward or political favor.

2. Because this certification process could require the documentation, verification, letters of support, and proofs of competency equivalent to a tenure decision, it should not be a hoop to jump through but a standard to strive for. The tutor certification process may not be the best model to follow: it may set too low a standard. Whether certification becomes a hoop, a boxtop prize, or a serious and celebratable accomplishment depends upon how thoughtfully these competencies are created, applied, and documented.

3. We do not mean for these comments to belittle the work that has gone into preparation of this proposal and these competencies. And perhaps it is presumptuous of us to quibble about the competencies at this point when the proposal itself has not yet been approved by CRLA. Consider these the forthright comments of earnest professionals, written as we would speak them across a symposium table rather than polished to a polite shine.

* * * * *

Addendum to report:

NADE's Professional Development Committee is a standing committee currently led by Barbara Lyman and Emily Payne. The committee, which generally deals with awards and scholarships, has not been asked to review the proposal and has not seen it. Barbara Lyman expressed the hope that if certification is sought in lieu of an advanced degree it truly represent the competencies expected of a successful degree candidate.

MCLCA's Board has discussed the proposal; some portions of the proposal and competencies met with a negative emotional response. Hunter Boylan and David Arendale intended the proposed competencies to stimulate discussion, and so they have.

Respectfully submitted,

Karen Agee
Gwyn Enright
Ann Faulkner
Rosa Hall
Jan Norton



CRLA Conference Call
September 2, 1998
Attachment E
3 Pages

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

July 21, 1998

TO: Dr. Kathy Carpenter, President
and
Members of the CRLA Executive Board

FROM: Gladys Shaw

SUBJECT: Board Approval

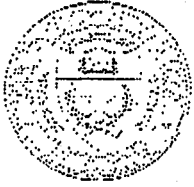
Since the Board has approved Mentor certification, I respectfully request the board's approval to change the name of the International Tutor Certification Program to the International Tutor and Mentor Certification Program (ITMCP).

Rationale: Since the two are coordinated in terms of training curriculums, it may be best to have the two programs run by the same committee and use a common name.

I also respectfully request the board's consideration, review, and approval of the proposed Mission and Goals Statement for this program with the understanding that appropriate name changes will be made in this statement in the event the proposed name above is changed by the board.

Finally, as early as the Salt Lake City Conference, I hope to be publicizing the new program. In addition to CRLA in SLC, I have been accepted to present at the CASP conference in Texas and the Annual State Conference of the South Carolina Association for Developmental Education. Other opportunities to publicize the program are the conferences of the S.W. Association of Student Support Programs, NADE, the Texas Association of Student Support Programs and ACPA. Obviously I do not have a travel budget to support all these presentations. In the past I have been able to pay my own way to CRLA, NADE, and CASP (Texas State Conference). I anticipate being able to continue. However, if the board could see fit to pay \$600 toward my expenses I will try to fund personally and/or through my department attendance at two other conferences with the express purpose of presenting the tutor/mentor certification program. Attendance would, of course, be contingent on being accepted as a presenter.

Thanks very much for your continued support.



COUNSELING, LEARNING, AND CAREER SERVICES

THE UNIVERSITY OF TEXAS AT AUSTIN

*Learning Skills Center • A 332 Jester Center • 101 E. 21st • Austin, Texas 78705 • (512) 471-3614***To:** CRLA Board of Directors and members**From:** Denise McGinty Swann**Date:** August 4, 1998**Re:** Proposed CRLA bylaw changes*Denise McGinty Swann*

I am presenting to the CRLA Board and its members some recommended changes to the current CRLA bylaws. These recommendations are brought forth in order to bring clarity and concrete definition to the bylaws which govern our organization. Current readings of selected articles appear in column one, and the recommended changes to these selected articles appear in column two and are underlined. Also recommended is the addition of a new article to the bylaws of the International Tutor/Mentor Certification Program.

College Reading and Learning Association (CRLA)

International Tutor and Mentor Certification Program (ITMCP)

Proposed Mission and Goals Statement

Mission: Self-governing standards distinguish professional associations. Tutoring and Mentoring are integral components of academic assistance programs whose staff members belong to professional associations for Reading, Writing, Learning, Math and Developmental Education. Therefore, it is the mission of the ITMCP to provide the professional standards for training tutors and mentors which are established, maintained, and revised by practicing professionals with experience and expertise. It is further intended that certification be awarded to programs that apply and meet the pre-established professional standards for tutor and mentor training.

Goals: The general goals of the International Tutor Certification program are:

- (1) to establish minimum hours for tutor and mentor training at each of three levels of certification.
- (2) to provide guidance for training content, modes of instruction, tutor and mentor selection, and evaluation of tutors and mentors based on extensive input from professionals in the field.
- (3) to keep standards responsive to the needs of individual programs and the profession through review by the ITMCP committee at their meeting during the annual CRLA Conference.
- (4) to administer the program under the authority and guidance of the CRLA Executive Board and/or its delegates.
- (5) to widely disseminate information about ITMCP at professional conferences, in newsletters, and on the internet.
- (6) to mentor professionals new to tutoring and mentoring programs and/or the certification process with courteous, timely advice.
- (7) to share the training activities and resources of expert trainers through formal presentations at professional conferences.
- (8) to make available supplemental resources related to the development and implementation of tutor and mentor training programs such as, but not limited to, self-assessments of training programs, bibliographies, directories, and training manuals.

THE COLLEGE READING AND LEARNING ASSOCIATION STRATEGIC PLAN

Developed 1998

INTRODUCTION

The College Reading and Learning Association (CRLA) views strategic planning as the process by which it will envision its future and develop the necessary procedures and operations to achieve that future. The Association recognizes that strategic planning is a future-oriented behavior concerned with the dynamic and complex relationship of the organization and its environment. CRLA is using a strategic planning process to determine its direction and to assist the Association in embracing and accommodating the changing educational arena. It is hoped that the strategic planning process will also provide a measure of continuity and cohesiveness to the Association. This strategic plan is envisioned as a three-year plan (1999-2001) and will be reviewed and updated on an annual basis.

In developing its strategic plan, CRLA used a five-step process model developed by Becky Johnen. Components of the process included: conceptualizing the Association, auditing the environment, navigating the audit results, developing the strategic profile, and operationalizing the strategic plan.

Comments on the strategic plan are encouraged and should be sent to Becky Johnen, CRLA Strategic Planning Committee Chair, West Virginia Northern Community College, 1704 Market Street, Wheeling, WV 26003.

CONCEPTUALIZING THE ASSOCIATION

Planning to 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 the plan, goals needed to be updated and strategies, action plans, and timelines to meet the goals needed to be

established.

Three past CRLA presidents (Becky Johnen, 1992-93; Pat Mulcahy-Ernt, 1995-96; and Karen Smith, 1982-83), in July 1997, drafted goals and strategies as a step toward operationalizing the plan's framework. The work of this group was reviewed during the October 1997 annual conference by those who participated in the strategic planning and plenary sessions.

During a strategic planning retreat held in February 1998, the initial goals and strategies were developed into a full strategic plan by Roz Bethke, Newsletter Editor; Kathy Carpenter, President; Lorraine Dreiblatt, Secretary; Becky Johnen, Process Facilitator; Rosalind Lee, Membership Coordinator; Sylvia Mioduski, Treasurer; Mike O'Hear, President-Elect; and, Vince Orlando, Coordinator of States and Regions.

Procedures and Timelines

1. March-April 1998

February 1998 planning process group will finalize the draft plan

2. July 1998

Draft plan will be mailed to the membership with the presidential letter

3. July-September 1998

Membership responds to the draft

4. September-October 1998

Final revisions made to the plan

5. November 1998

CRLA membership votes on the plan at the annual conference

6. November 1998-October 1999

Plan implementation year 1

7. October or November 1999

Evaluate year 1 of plan; prepare report; update plan

8. November 1999-October 2000

Plan implementation year 2

9. October or November 2000

Evaluate year 2 of plan; prepare report; update plan

10. November 2000-October 2001

Plan implementation of year 3

11. October or November 2001

Evaluate year 3 of plan; prepare report; update plan

Creating the Culture

Members of this strategic planning team are committed to the process and to ensuring that the strategic planning document is a working document. This commitment will be relayed to the membership in several ways:

- 1.) presidential update each summer
- 2.) plan progress/updates in the Newsletter
- 3.) dissemination of an annual report
- 4.) state chapter/region communiqué
- 5.) use of the web site, e-mail, and list serves to relay information related to the plan

Association Self-Assessment

Three areas were examined in the Association's self-assessment: purpose (including looking at why we exist, what is our most important function, and what do we do differently than other similar organizations), values, and vision.

Purpose

CRLA exists to:

- * to assist students to be successful in higher education
- * provide MEMBERS WITH AN AVENUE FOR PROFESSIONAL DEVELOPMENT
- * collegiality AND NETWORKING
- * provide leadership in learning assistance, developmental education, tutorial services, reading, writing, math, orientation, freshman year seminar, supplemental instruction, *technology education*
- * provide opportunities for the community to convene
- * promote research
- * represent members to the wider community (political, social, administrative)
- * act as a resource to EDUCATORS AND INTERESTED INDIVIDUALS

providing

CRLA'S most important function is:

to facilitate our members in assisting students to be successful in college by providing professional development opportunities (primarily through an annual conference), resources, and information to our members.

CRLA differs from other similar organizations in the following ways:

- * size (collegiality, opportunity to meet experts, less elitism)
- * caring atmosphere
- * cost (membership, conference)
- * western hospitality (less formal)
- * conference held mid-west to western U.S. *Canada*
- * more inclusive
- * less hierarchy
- * maturity (30 years old)
- * focus on higher education

Values

College Reading and Learning Association members seek to:

- * develop a sense of community and establish resourceful and cooperative arrangements with each other and others in the field
- * promote research and innovative approaches to teaching, learning, AND DATA COLLECTION
- * seek to sustain a climate of caring and respect for all members of our profession
- * be facilitative, responsive, and collegial in our approach

Vision

If CRLA successfully implements its strategies and achieves its full potential, as an organization it will have the following look and feel:

- * professionals assisting students
- * professional development for learning assistance educators (conferences)
- * collegial support organization
- * consistent communication with membership through a mailing service
- * creative leadership
- * light the fire of idealism
- * professionalism that works
- * lead the field of excellence in higher education
- * students taught by CRLA members are successful in their academic pursuits (e.g., recipients of degrees)

- * strong, vibrant community of learning assistance professionals
- * Association president invited to speak before Senate Committee (i.e., national recognition; advice is sought by others)
- * membership is no less than 1,000 and no more than 1,500
- * membership is more inclusive and more representative of students served in "our" programs
- * Association has a home address
- * ability to assist with institutional, state, and national political issues
- * users of technology: to communicate with membership; to make the special interest groups more viable; distance learning; on-line tutoring; on-line classes; communication with students; research; training on the use of technology
- * state chapters and regions are strong components of the Association
- * focus: tutorial; study strategies; learning center management; reading, math, writing (integrated); supplemental instruction; community of learners

AUDITING THE ENVIRONMENT

Chronological Audit

Historical Mission

CRLA (formerly named WCRA and WCRLA) was officially organized in 1967 to meet the problems and challenges which are unique in teaching reading at the postsecondary level. A College Conference on Reading was held in November 1966, at San Bernardino Valley College and plans for CRLA emerged. Since its formation, CRLA has expanded its programming to include the related areas of learning assistance: study skills, developmental education, and tutorial assistance.

Mission

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 who provide learning improvement services, courses, and programs, we seek to give practical application to research and to promote the

implementation of innovative strategies that enhance college teaching and student learning.

External Audit

Demographic

1. Increasing numbers of students from all levels of academic preparation will request learning assistance
2. About one half of all entering students need to enroll in one or more developmental education courses
3. More students with disabilities will be enrolled in college
4. There will be an increase in the number of 18 to 22 year old college students until 2002; a decline in this age group is then expected
5. An increasing proportion of college students will be part-time and returning adults
6. More than 60,000 adjunct or full-time staff and faculty work in developmental education and learning assistance centers. The majority of these persons are adjunct faculty.
7. Increased numbers of African Americans and Asian Americans in postsecondary education programs
8. INCREASED NUMBERS OF INTERNATIONAL STUDENTS

Educational

1. Increasing role of emerging technologies for instructional delivery, assessment, and communication
2. Increasing number of linked/paired courses (content courses and a learning strategies - study skills, etc. — courses)
3. Institutional establishment of teaching/learning centers (that assist with faculty development)
4. Evolution of "full service learning centers" from developmental education departments
5. Development and dissemination of standards and credentialing programs for developmental educators (e.g., CAS)

Technological

1. Increasing role of emerging technologies for instructional delivery, assessment,

and communication

2. Increasing role of technology in student tracking/recordkeeping
3. Increase in use of web sites and list serves
4. Increase in use of e-mail as a communication tool
5. Requirement in many schools to have a technology-related course in the general education core
6. Computerization of dormitories
7. Rapid changes in technology make it difficult to stay on the cutting edge

Social/Cultural

1. The role television has played in expanding entertainment and educational opportunities
2. Rise of "edutainment"
3. Change in workforce demands — by 2000, 20% of available jobs classified as professional; 15%, unskilled; 65%, skilled
4. Globalization — one village
5. Proliferation of political correctness

Political

1. Most political and policy battles concerning developmental education will occur at the institutional and state level (e.g., Texas and New York)
2. Increased accountability regarding college budget expenditures and student outcomes
3. Many states legislating that developmental education courses in public four-year institutions be decreased or eliminated (New York advocating no developmental education at two-year institutions)
4. Opinion by many policymakers that higher high school graduation requirements and higher college entrance requirements will eliminate the need for academic assistance and developmental education
5. Policymakers expecting research-based solutions for academic problems and issues
6. Political center moving to the right

Economic

1. Diminishing federal financial support for higher education
2. Many institutions implementing fee-based academic support programs
3. Departments/programs that document increased student academic performance receiving stable or increasing financial support
4. Limited travel/professional development funds
5. Increase in international student programs due to revenue they can generate
6. Outsourcing and/or privatization of learning assistance services

Internal Audit

1. Current Association dues and conference fees are less expensive than other national groups with same focus
2. There will be increased interest in state-wide associations due to limited travel funds

NAVIGATING THE AUDIT RESULTSInternal*Strengths*

Openness
Inclusiveness
Responsiveness to members' needs and input
Respect for individuals' worth
Quality of people and ideas
Collegiality
Unpretentious
Friendliness
Supportive
Collaboration
Professional Development
Networking
Diversity of interests and activities
Multi-disciplined
Inspirational
Dedication of its members to student success
Special interest groups
Scholarship opportunities
History of the organization
Publications
Encouragement for risk taking

Recognition for professional achievement
Professionalism

Creative
Innovative
Size
Purpose
Sharing of resources
Conference fee
Financially secure
Leadership opportunities

Weaknesses

Distribution of information
Cultural diversity
Political action
Activities of special interest groups
Lack of involvement by graduate students
Lack of involvement by adjunct faculty
Membership numbers
Continuity of initiatives
One year terms of offices
Lack of a "home" address
State-level participation
Inclusion of national trends in the newsletter
Marketing of the Association
Name recognition

External*Opportunities*

Joint conferences
Linkage with teacher education programs
Collaboration with the National Association for Developmental Education
Networking
Sharing of information and expertise
Use of technology
Linkage with the American Council of Developmental Education Associations
Certification programs (e.g., NADE's learning assistance centers)
Access to research
Use of grants to support Association activities
Increasing institutional memberships
Linkage with other state-level organizations

Threats

Related conference costs (e.g., hotel, airfare)
Limited/lack of institutional travel resources
Federal budget cuts
State budget cuts
Number of organizations with similar missions (causes talk of mergers; heightens competitiveness for members)

Student enrollment trends
Political decisions that affect funding areas
Misperceptions/lack of awareness about the profession

DEVELOPING THE STRATEGIC PROFILE

Identify the Strategic Issues

Issues identified as a result of information gathered in the Association 'audit' process are:

- a. Increasing role of emerging technologies for instructional delivery, assessment, and communication
- b. Development and dissemination of standards and credentialing programs for developmental educators (e.g., CAS)
- c. Many states legislating that developmental education courses in public four-year institutions be decreased or eliminated (New York advocating no developmental education at two-year institutions)
- d. Limited travel/professional development funds
- e. Distribution of information within the Association
- f. Cultural diversity
- g. Political action
- h. Activities of special interest groups
- i. Lack of involvement by graduate students
- j. Lack of involvement by adjunct faculty
- k. Membership numbers
- l. Lack of a "home" address
- m. State-level participation
- n. Marketing of the Association
- o. Name recognition
- p. Number of organizations with similar missions (causes talk of mergers; heightens competitiveness for members)
- q. Misperceptions/lack of awareness about the profession
- r. Continuity

Formulate Strategies to Manage Issues

Goals, developed from the identified strategic issues, are:

1. Provide high quality professional development opportunities.
2. Foster inquiry on topics that influence student learning in postsecondary environments and disseminate findings to the educational community.
3. Promote the effective and ethical use of technology.
4. Cultivate a diverse membership.
5. Collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development.
6. Enhance the effective and efficient management of the Association.
7. Increase the visibility of Association projects, programs, and publications.

OPERATIONALIZING THE STRATEGIC PLAN

Establishing Annual Objectives

Objectives to achieve each identified goal include:

1. *Provide high quality professional development opportunities.*
 - a. Hold an annual conference to 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.
 - b. Promote networking and collaboration at the state chapter and regional level.
 - c. Encourage annual regional and state conferences in each geographical area of North America.
 - d. Maintain current special interest groups and develop new groups based on specific interests of the membership.
 - e. Inform the membership of research in the field and activities of the organization via the Newsletter, the Journal of College Reading and Learning, and websites.
 - f. Explore the possibilities of offering symposia

on teaching and learning.

2. *Foster inquiry on topics that influence student learning in postsecondary environments and disseminate findings to the educational community.*

- a. Encourage research and presentations through all components of the organization (journal, newsletter, sigs, task force groups, monographs, conferences).
- b. Expand the CRLA Award for Distinguished Research, with one award presented for qualitative and one for quantitative research.
- c. Encourage SIGs to initiate research and inquiry into their specific and unique areas of interest and to publicize findings.
- d. Investigate the feasibility of publishing member research with a dedicated professional publisher.
- e. Encourage members to identify key topics on new developments in learning. (Address through the task forces or conference strands)

3. *Promote the effective and ethical use of technology.*

- a. 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 chairs with their addresses, phone numbers, and e-mail addresses and a description of each of the committees.
- b. Use merged websites to promote the conference and conference presentations.
- c. Update SIG developments and States/Regions activities through the website.
- d. Support/enhance existing 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.
- e. Promote communication with sister organizations through the website.
- f. Encourage the investigation of the Internet as a teaching tool and the implications that this development will have on the provision of services by members in their institutions.
- g. Promote research to assess the effectiveness

of on-line courses, services, and programs.

h. Support responsible and ethical use of technology for teaching and conducting research.

i. Explore video conferencing.

j. Support the use of e-mail as a communication means for SIGs, task forces, committees, and state/regional organizations.

k. Investigate the implications of and support the development of electronic forums for discussion among the membership (LRNASST).

l. Explore the need for and potential use of dedicated listserves to focus on specific areas of learning issues.

m. Explore new methods and procedures for providing website learners with assistance; learn about research and exploration capacities through the web.

n. Establish a group to evaluate software and hardware, communicate educators' technology needs to designers, and educate members on the latest technology trends and issues.

4. Collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development.

a. Support collaborative efforts of those in the field, including national research conferences and institutes.

b. Conduct joint conferences, symposiums, seminars at the state, regional, and national level with organizations of similar interests on a periodic basis.

c. Support the efforts of the American Council of Developmental Education Associations. (Send an Executive Board member to all meetings; host a Council meeting at each annual conference)

d. Support the efforts of the Council for the Advancement of Standards. (Disseminate endorsed guidelines and standards.)

e. Maintain current collaborative agreements attained through the Professional Association Liaison (PAL) Committee and Executive Board actions.

f. Establish at least five new collaborative agreements with organizations of similar professional interest.

g. Represent annually the Association at annual

conferences, display information, promote the Association through an exhibit or conference session, meet with leaders of that organization, and report outcomes. (PALS rep with informal agreement)

h. Hold a training program for Association members and leaders concerning political advocacy.

i. Establish a political liaison network.

j. Disseminate information, on a periodic basis, concerning policy issues and pending legislation to all members and collaborating organizations.

k. Share information related to the Association's efforts with policy makers at the state and national level. (Exec Board)

l. 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. (Exec Board, Political Liaison Network)

5. Cultivate a diverse membership.

a. Establish an overall membership goal and state/regional membership goals on an annual basis.

b. Develop a recruitment plan by January 2000. (Discuss at leadership roundtable; publish in the newsletter)

c. Encourage state and regional networks and conferences to generate diverse membership.

d. Incorporate a recruitment function into the Professional Liaison Committee.

e. Distribute the Call to Conference to all relevant departments of postsecondary institutions within the state hosting the annual conference.

f. Disseminate information about the Association to developmental education, learning assistance, and tutorial programs.

6. Increase the visibility of Association projects, programs, and publications.

a. Participate on the LRNASST listserv. (Exec Board member)

b. Continue efforts to place the Journal in college and university libraries.

c. Work to get the Journal indexed in leading indices.

d. Market the International Tutor Certification Program.

e. Market the Glossary of Terms.

f. Market the Learning Center Management Monograph.

7. Enhance the effective and efficient management of the Association.

a. Establish an Association address.

b. Establish an 800 telephone number.

c. Implement an annual review and update of the strategic plan.

d. Create a standardized format for committee and organizational annual reports.

e. Develop strategies to disseminate board actions and committee reports to all members.

f. Appoint an Executive Assistant who will promote smooth leadership transitions and timely job performance.

g. Create a master calendar of national and regional events and publish in the Newsletter.

h. Increase use of electronic communication for on-going general membership dialogue to be initiated by board members, committee chairs, chapter presidents, regional directors, and SIG leaders.

i. Investigate means of increasing revenue in order to support new initiatives. (Exec Board)

Developing Action Plans Related to the Association Priorities

Once the Association goals are approved by the membership, the Strategic Planning Committee will work with the membership to develop specific action plans to achieve the goals/priorities.

Budget Planning

The allocation of resources for the action plans will be done at a later date.

Assessment

The strategic plan will be reviewed, evaluated, and updated on an annual basis.

NATIONAL TUTORING ASSOCIATION CERTIFICATION PROGRAM

PROCEDURES AND GUIDELINES

Certification through the National Tutoring Association is designed to be earned at an individual level. The National Tutoring Association recognizes program certification granted to institutions by the College Reading and Learning Association (CRLA).

Individuals may seek certification as a **Paraprofessional Tutor, Professional Tutor, or Tutor Trainer/Administrator**. Three levels of certification are available for tutors: **Basic (Paraprofessional only), Advanced, and Master**. Three levels of certification are available for Trainers/Administrators: **Basic, Advanced, and Master**. Certification must be renewed annually through earned continuing education and/or tutorial project credits as outlined below.

The purpose of the National Tutoring Association Certification program is to:

- 1) increase the number of professional development opportunities for tutors, trainers, and administrators.
- 2) establish quality standards for training professional tutors
- 3) ensure that those who practice tutorial assistance are qualified to do so
- 4) provide recognition for those tutors, trainers, and administrators who have made a commitment to the advancement of tutorial assistance
- 5) support research and development of tutorial studies

Individuals may communicate directly with the chair of the NTA Certification Committee. The NTA will serve as registrar for the entire certification process and will validate activities required for certification. The NTA will advise applicants whenever additional steps and/or information is required to complete the certification process. Please allow a minimum of six weeks before inquiring regarding certification status.

Please submit **six (6) copies of all required documentation** to the National Tutoring Association (SEE APPENDIX A). **Please enclose payment** (check, money order, or purchase order) with certification packet. No certification process will begin without payment.

****PREREQUISITES FOR CERTIFICATION:**

BASIC LEVEL: Minimum of 50 hours tutorial experience
Associate Degree earned or currently enrolled
NTA member in good standing

NOTE: The Basic level certification may also be earned by community volunteers to tutorial and literacy programs.

ADVANCED LEVEL: Bachelor's Degree earned or currently enrolled
75 hours tutorial experience
Presented at least one tutorial or educational conference (may be local, regional or national)
NTA Member in good standing

MASTER'S LEVEL: Master's Degree earned or currently enrolled
150 hours of tutorial experience
Presented at a minimum of two major tutorial or developmental educational conferences
Published one article in NTA Newsletter or other tutorial forum

****APPLICATION FEES:**

INDIVIDUAL TUTOR -- PARAPROFESSIONAL	\$30.00
INDIVIDUAL TUTOR -- PROFESSIONAL	\$40.00
TRAINER/ADMINISTRATOR	\$50.00

****RENEWAL FEES:**

INDIVIDUAL TUTOR -- PARAPROFESSIONAL	\$ 5.00
INDIVIDUAL TUTOR -- PROFESSIONAL	\$10.00
TRAINER/ADMINISTRATOR	\$15.00

****CONTINUING CERTIFICATION UNITS:**

Continuing Certification Units (CCUs) will be offered for:

1) Attending local, regional or national workshops, seminars, and conferences focusing on tutorial assistance or developmental education or literacy programs (1 CCU)

2) Presenting at local, regional or national workshops, seminars, and conferences focusing on tutorial assistance or developmental education or literacy programs (2 CCUs)

3) Successful completion of graduate courses focusing on tutorial assistance, developmental education or literacy programs (3 CCUs)

4) Successful completion of credit bearing projects and/or directed independent studies focusing on tutorial assistance, developmental education or literacy (3 CCUs)

5) Community service or volunteerism for tutorial assistance, developmental education, or literacy programs (2-6 CCUs)

6) Publishing major articles and/or contributing chapters to research works focusing on tutorial assistance, developmental education or literacy (4 CCUs)

7) Individual tutorial projects and research as approved by the NTA Certification committee (1-6 CCUs).

****MAINTAINING CERTIFICATION:**

CERTIFICATION MUST BE RENEWED AFTER THE FIRST YEAR AND THEN BIANNUALLY FROM THAT TIME FORWARD.

BASIC LEVEL: NTA Membership renewed plus 3 CCUs earned

ADVANCED LEVEL: NTA Membership renewed plus 6 CCUs earned

MASTER's LEVEL: NTA Membership renewed plus 9 CCUs earned

NATIONAL TUTORING ASSOCIATION CERTIFICATION REQUIREMENTS

PARAPROFESSIONAL TUTOR CERTIFICATION

TUTOR TRAINING

BASIC: A minimum of 15 hours of structured tutor training via workshops and conferences with tutor trainer or supervisor.

TRAINING TOPICS TO BE INCLUDED, BUT NOT LIMITED TO:

BASIC:

- Basic learning theory
- Academic intervention strategies
- Use of technology
- Definition of tutoring
- Discussion of tutorial responsibilities and ethics
- Role modeling and mentoring
- Setting goals and planning
- Basic communication skills
- Good listening practices
- Campus support systems
- Basic study skills
- Critical thinking skills
- Literacy concerns
- Tutoring learning disabled students
- Problem solving skills
- Diversity issues
- Learning styles and multiple modalities
- Adult learners
- Learners in transition
- Non-traditional learners
- Tutoring specific subject areas/skills
- Group dynamics

TUTOR SELECTION CRITERIA

- 1) Written approval of instructor or department chair
- 2) Earned "A" in course being tutored **

- 3) Maintain 3.5 or above GPA for major area of study
- 4) Documented commitment to tutoring or community service
- 5) Three letters of recommendation focusing on ability to relate well with other individuals and/or academic excellence
- 6) Unofficial transcripts

TUTOR OBSERVATION/EVALUATION PROCESS

- 1) A formal evaluation process must be in place and must occur on a regular basis
- 2) The results of the evaluation are made known to the tutor
- 3) Evaluation is encouraged from both tutor and student after each session
- 4) Evaluation includes observation and discussion
- 5) Formal policy in place for dealing with negative evaluations

PROFESSIONAL TUTOR CERTIFICATION

TUTOR TRAINING

ADVANCED: A minimum of 25 hours of training including multimedia techniques and materials.

MASTER: Additional 10 hours of tutor training (total 35 hours) including Internet tutorial training **and** individual tutorial projects.

TRAINING TOPICS TO BE INCLUDED, BUT NOT LIMITED TO:

ADVANCED:	Review of Basic level topics Instructional design Development of instructional materials Learning styles and multiple modalities Adult learners Learners in transition Non-traditional learners Advanced cultural awareness Tutoring specific subject areas/skills Tutorial for test preparation Documentation and record keeping Developing data bases
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MASTER:

- Review of Basic and Advanced topics
- Academic advising and counseling
- Assertiveness training
- Tutoring specific populations
- Community based tutorial projects
- Administering and interpreting a Learning Styles Inventory
- Group dynamics
- Use of diagnostic testing
- Prescribing learning activities from diagnostic information
- Use of basic counseling techniques

INDIVIDUAL PROJECT REQUIREMENTS:

Professional certification candidates must complete a specified number of approved project hours. Projects must be approved before completing the certification application. Projects may be approved by the institutional tutorial coordinator if he or she holds a current NTA certification. If no certified trainer, administrator, or Master tutor exists on campus, project approval will be granted directly through the NTA Certification committee.

ADVANCED: 12 hour project required
MASTER: 18 hour project required

TRAINER/ADMINISTRATOR CERTIFICATION

**STATEMENT OF PHILOSOPHY
REQUIRED FOR ALL LEVELS:**

MODES OF TRAINING

TRAINING TOPICS TO BE INCLUDED, BUT NOT LIMITED TO:

BASIC:

- Basic learning theory
- Academic intervention strategies
- Use of technology
- Definition of tutoring
- Discussion of tutorial responsibilities and ethics
- Role modeling and mentoring

Setting goals and planning
Basic communication skills
Good listening practices
Campus support systems
Basic study skills
Critical thinking skills
Literacy concerns
Tutoring learning disabled students
Problem solving skills
Diversity issues

ADVANCED:

Review of Basic level topics
Instructional design
Development of instructional materials
Learning styles and multiple modalities
Adult learners
Learners in transition
Non-traditional learners
Advanced cultural awareness
Tutoring specific subject areas/skills
Tutorial for test preparation
Documentation and record keeping
Developing data bases

MASTER:

Review of Basic and Advanced topics
Academic advising and counseling
Assertiveness training
Tutoring specific populations
Community based tutorial projects
Administering and interpreting a Learning Styles
Inventory
Group dynamics
Use of diagnostic testing
Prescribing learning activities from diagnostic
information
Placing students using diagnostic assessment
Applications of cognitive and noncognitive
instruments
Use of educational statistic programs
Use of basic counseling techniques

ADMINISTRATIVE EXPERIENCE/RESPONSIBILITY

BASIC:	Able to organize program resources and personnel Basic budgetary knowledge Assist with recruitment and training of staff and volunteers
ADVANCED:	Basic responsibilities plus Minimal budgetary responsibility Coordinates programs and resources Responsible for tutor/student scheduling Responsible for tutor/student dispute resolution Develops and implements staff training
MASTER:	Basic and advanced responsibilities plus Planning educational and/or literacy programs Sits on tutorial, developmental education, or literacy committees within the institution or community Full budgetary responsibility Actively seeks outside program funding Selects and supervises personnel

TUTORIAL LEADERSHIP PROJECT

All trainer/administrator certification candidates must complete a specified number of approved leadership project hours. Projects must be approved before completing the certification application. All projects for this certification category must be approved by the NTA Certification committee.

BASIC:	6 hours required
ADVANCED:	12 hours required
MASTER:	18 hours required

**** INDIVIDUALS TUTORING LANGUAGES MAY SUBSTITUTE NATIVE LANGUAGE PROFICIENCY FOR AN "A".**

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL

September 23, 1998

SUMMARY OF MINUTES

Members on-line: Kathy Carpenter, *President*, Vince Orlando, *Past-President*, Michael O'Hear, *President-elect*; Sylvia Mioduski, *Treasurer*; Lorraine Dreiblatt, *Secretary*.

The meeting was called to order at 9:00 am CDT.

1. Minutes

After it became clear that all of the Board members had not received the draft minutes of the conference call of September, 2, 1998, it was decided to postpone approval of minutes until the Conference.

2. Agenda

Additions were added to the agenda.

3. Griffin Long and Outstanding Award

The Board voted approved the nominee for the Griffin Long Standing Award. The Board also voted to support the scholarship committee's nomination for two research awards.

4. Scholarship Awards

The Board voted to approve the nominees for the awards..

5. Special Recognition Awards

A list of nominees was presented with discussion following as to the qualifications of the nominees. The Board agreed to set up more detailed criteria for this award at Salt Lake City.

6. Election chair and committee

Vince will chair the committee which will be introduced at the first general session of the conference.

7. Bylaws

Changes to the bylaws will be sent to all members by the mailing service for review and approval by September 30, 1998.

8. Symposium

NADE Board appropriated \$1000 as seed money to the committee of Susan Deese, Tom Gier, and Susan Brown for the joint symposium. The Board approved a \$1000 match for the proposed joint symposium.

9. Letterhead

After much discussion, it was decided that the letterhead on CRLA stationary will remain as is.

10. IMCP

A motion was passed by the Board during the July 8th conference call to accept the IMCP proposal with the change of grad point from 2.5 to 3.0.

11. NTA Conference

Mike will be attending the NTA Conference in May, 1999 in Orlando.

The meeting was adjourned at 9:50 am CDT.

The minutes were approved October 24, 1998.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL September 23, 1998 MINUTES

Members on-line: Kathy Carpenter, *President*; Vince Orlando, *Past-president*; Michael O'Hear *President-elect*; Sylvia Mioduski, *Treasurer*; Lorraine Dreiblatt, *Secretary*

The meeting was called to order at 9:00 am CDT.

1. Minutes

Kathy called for the approval of the minutes of the conference call of September 2, 1998. It became clear that all of the Board members had not received the draft minutes sent via fax; therefore, had not had the opportunity to read them.

Sylvia moved to postpone approval of minutes until Conference. Mike seconded. PASSED.

2. Agenda

Additions were added to the agenda (*Attachment A*).

3. Griffin Long and Outstanding Award

Kathy announced that Valerie had collected all the nominations. The Board supported the committee on its nomination.

Mike moved that the Board approved the recipient for the Griffin Long Standing Award. Sylvia seconded. PASSED.

4. Scholarship Awards

Based on the vote of the committee, there was a tie for research awards.

Sylvia moved that the Board support the scholarship committee's nominations for two research awards. Mike seconded. PASSED.

5. Special Recognition Awards

A list of nominees was presented with discussion following as to the qualifications

of each nominee. The Board agreed to set up more detailed criteria for this award during the next board meeting in Salt Lake City.

Vince moved that the Board support two candidates for the Special Recognition Award. Sylvia seconded. PASSED.

6. Election Chair and Committee

Vince will chair the committee which will be introduced at the first general session at the conference.

7. Bylaws

The by-law changes will be sent to all members for review and approval by September 30, 1998 by our mailing service.

8. Symposium

The proposed joint symposium was discussed at the NADE Board meeting. One thousand dollars seed money was appropriated to go to the present committee of Susan Deese, Tom Gier and Susan Brown. Sylvia was requested to write to the NADE treasurer for the money which will be matched equally by CRLA.

Lorraine moved that CRLA match NADE's appropriation of \$1000 for the proposed joint symposium. Mike seconded. PASSED.

9. Letterhead

After much discussion, it was decided that the letterhead on CRLA stationary will remain as it is.

10. IMCP

A motion was passed by the Board during the July 8th conference call to accept the IMCP proposal with the change of grade point from 2.5 to 3.0.

CRLA Conference Call
September 23 1998
Minutes - page 3

II. NTA Conference

Mike will attend the NTA Conference in
Orlando, May, 1999.

The conference call was adjourned at 9:50 am CDT.

The minutes were approved on October 24, 1998.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD CONFERENCE CALL

September 23, 1998

List of Attachments

A. Agenda

Subj: conference call
Date: 98-09-15 15:43:41 EDT
From: CARPENTERK@platte.unk.edu (KATHY CARPENTER, PH.D.)
To: orlandov@mscd.edu, carpenterk@platte.unk.edu, ldreiblatt@aol.com, miodusks@u.arizona.edu, rbethke@www.jccc.net, rosalind@kwantlen.bc.ca, pjonason@www.jccc.net, gstarks@stcloudstate.edu, ohear@ipfw.edu

We will be having a restricted CRLA board conference call on Wednesday, September 23, from 9:00 a.m. to 10:00 a.m., CDT,—only current and incoming officers will be on line. To access the conference call board meeting that day at 9:00 a.m., CDT, with US West, dial 1-303-633-1826. if you have trouble getting connected, dial the conferencing services, 1-800-263-3863, give them our client I.D. number which is 12822, and asked to be connected. The call reservation number is 10443559.

I intend that this will be a short call, so the agenda is very brief. If there are additional items that MUST be discussed prior to our board meeting at the conference, be ready to add them to the agenda at the beginning of the call. I am already formulating an agenda for our conference meeting, and I would appreciate it if you would e-mail me suggestions for our Monday and Tuesday agendas.

The conference call agenda is as follows:

- I. Approval of Agenda
- II. Approval of Sept. 2 minutes →
- III. Griffon Long and Outstanding Award
- IV. Special Recognition Awards
- V. Election Chair and Committee
- VI Report on By-Laws

VI Symposium
VIII Letterhead
IX IMCP
X NTA Conference

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Director of Learning Center FAX: 308.865.8157
University of Nebraska at Kearney e-mail: carpenterk@platte.unk.edu
Kearney, NE 68849

WEB PAGE for the UNK Learning Center:
www.unk.edu/administration/departments/learning_center/main.html

----- Headers -----

Return-Path: <CARPENTERK@platte.unk.edu>

Received: from rly-za01.mx.aol.com (rly-za01.mail.aol.com [172.31.36.97]) by air-za02.mail.aol.com (v49.1) with SMTP; Tue, 15 Sep 1998 15:43:35 -0400

Received: from platte.unk.edu (platte.UNK.edu [144.216.2.6])
by rly-za01.mx.aol.com (8.8.8/8.8.5/AOL-4.0.0)