

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Monday, October 28, 1996

Albuquerque, New Mexico

SUMMARY OF MINUTES

Hyatt Regency Hotel

Boardroom North

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*.

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

Pat welcomed the incoming board members and informed them of the protocol for voting at board meetings during the upcoming week.

1. **Agendas approved**

The agendas for the October 28, 29, November 1, 3 meetings were approved.

2. **Minutes approved**

The September 12, 1996 minutes were approved after one addition.

3. **Hotel tour (10:00 a.m. - 11:30 a.m.)**

Current and incoming Board members met with the hotel staff to go over conference arrangements and tour the facility.

The meeting adjourned for lunch and reconvened at 1:30 p.m.

Karen Olson, George Ann Drennan, and Roz Bethke joined the meeting.

4. **1996 Albuquerque Conference**

Vince distributed copies of the program and walked us through it.

Pre-registration is at 420.

Pat went through the conference flow charts.

A one-year membership will be awarded in a random draw of conference evaluations returned.

A silent auction for the Awards and Scholarship Fund will take place instead of a continuous raffle.

5. **President's Report**

Among the activities this past year, Pat highlighted CRLA's collaborations with other professional organizations and our contributions to the field of learning assistance. Most notable were the Tutor Training Handbook, the work of the International Tutor Certification Program, and the comprehensive document drafted by the Learning Assistance Center Task Force.

One hundred thirty-two (132) certificates of appreciation will be awarded.

6. **President-Elect's Report**

Vince reported some of the changes to this year's conference are: it begins one day earlier; there is a free block of time Friday; an awards luncheon has been re-instated.

The conference web site (<http://www.mscd.edu/~crla/>) was visited; Vince plans to maintain this for the next conference.

Scheduling conflicts with other conferences, low numbers for Sunday institutes and lack of institutional support for audio-visual equipment were some of the issues. Vince spoke of the necessity of having an Exhibits Coordinator.

7. Report from the Coordinator of States and Regions

In Tom's absence, Pat spoke briefly on the materials that have been transferred to her. Pat has revised the State/Regional Director's Handbook.

8. Treasurer's Report

The 1995 Income Tax Return has been filed.

The final operating budget and conference account budget were distributed. A summary financial report will be distributed to the members during the business meeting at the conference.

After investigating costs versus benefits, the board decided not to acquire a lockbox.

It was moved that the Board use telephone calling cards from EXCEL in lieu of AT&T for a few months to compare costs.

9. Secretary's and Membership Coordinator's Report

Minutes were recorded and summaries were distributed throughout the year. Rosalind highlighted the importance of increasing the representation of mathematics in CRLA.

There are currently 879 members. Renewal letters will be sent in early December to those who did not renew their membership through conference registration.

10. 1997 Sacramento Conference

Two thousand (2000) copies of the Call for Papers has been produced.

An Evaluations Chair is needed for the conference.

The theme will be "Pearls of Wisdom" as befitting our 30th anniversary.

11. Other Organizations

The National Tutoring Association (NTA) will be holding their next conference April 20-22, 1997 in Little Rock, AR.

The International Reading Association (IRA) has changed its conference time slots for those interested in college reading, almost effectively eliminating the participation of post-secondary educators. Kathy Carpenter has lobbied them to re-think this decision.

All the reports presented this day were accepted.

The meeting adjourned at 5:50 p.m.

The minutes of this meeting were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING Monday, October 28, 1996 Albuquerque, New Mexico MINUTES

Hyatt Regency Hotel

Boardroom North

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*.

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

Pat welcomed the incoming board members and informed them of voting protocol for this week's meetings. She then outlined the agenda for the meetings.

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|---|---|
| 1. <i>Approval of Agendas (Attachment A)</i> | Vince moved approval of the agendas for the week. Seconded by Sandra. PASSED. |
| 2. <i>Approval of Minutes</i> | Vince moved approval of the September 12, 1996 minutes with one addition. Seconded by Sandra. PASSED. |
| 3. <i>Albuquerque Conference Program (Attachment B)</i> | Vince distributed copies of the conference program and walked us through it. |

From 10:00 a.m. to 11:30 a.m. the Board members met with the hotel staff to go over arrangements for the conference.

The board meeting resumed at 1:30 p.m.

Karen Olson and George Ann Drennan, on-site co-chairs, joined the meeting for the discussions about the conference. Roz Bethke, *Newsletter* editor, joined the meeting.

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|---|---|
| 4. <i>Conference Flow Charts (Attachment C)</i> | Pat went through the flow charts for each major conference event. |
| <i>Conference Miscellany</i> | To entice folks to return their conference evaluations, a one-year membership will be awarded after the conference to someone who has completed and handed in the form. |
| | Since Larry Pedroza is unable to attend this conference, we will all try to take photos at the various functions. |

In lieu of a continuous raffle, a silent auction will be conducted.

Steven Ernt has donated a piece of raku.

5. Board Members' Report

Pat reminded each outgoing member to mail information and materials pertinent to the office to the incoming board member by December 1.

Pat, Vince and Kathy clarified who was going to send which conference-planning materials to whom.

President's Report (Attachment D)

Pat highlighted the board activities during the past year, paying special heed to our collaborative efforts with other organizations. She also highlighted CRLA's contributions in the field of learning assistance, noting in particular the International Tutor Certification Program, the Tutor Training Handbook and the Learning Assistance Center Task Force's comprehensive draft document.

Many people have worked hard this year for CRLA; one hundred thirty-two (132) certificates of appreciation will be awarded.

President-Elect's Report

Vince highlighted some of the differences in this year's conference:

- it begins one day earlier
- there is a free block of time Friday afternoon
- the awards luncheon has been re-instituted
- a web-site with all the conference information was maintained (Vince would like to continue maintaining the site for next year's conference)
- the program is a spiral notebook with tabbed pages

Registrations

Pre-registration is now at approximately 420. With "walk-ins," we may have 500 attendees.

Sandra noted that there were very few problems with registrations this year, possibly because all inconsistencies were resolved with the registration chair before they were passed onto her.

Issues

Issues arising from this fall conference include:

- scheduling conflicts with other fall conferences
- lack of institutional support for audio-visual materials which has meant higher costs
- low numbers for some institutes, particularly Sunday sessions
- the necessity of having an Exhibits Coordinator, possibly as a new, continuing position

***Report from the Coordinator of States
and Regions (Attachments E, F, G,
H, I, J, K)***

In Tom's absence, Pat presented an abbreviated report. Pat has revised the State/Regional Directors' Handbook.

She distributed:

- the Table of Contents and Timeline from the Handbook (the full handbook is in the attachments)
- a list of State/Regional Directors and Chapter Presidents
- annual reports from Pennsylvania/New Jersey, Montana, Oregon, Colorado, and Nebraska/Kansas.

***Treasurer's Report (Attachments L,
M, N)***

Sandra distributed the budgets for the operating and conference accounts for July 1, 1996 to June 30, 1997. She also handed out copies of the financial reports which will be distributed at the business meeting to members.

***1995 Income Tax Return
(Attachments O, P)***

The 1995 Income Tax Return has been filed with the government. There may be a problem with the tax-exempt code CRLA has been assigned by the federal government. Sylvia will investigate this during the upcoming year.

No Lockbox

Sylvia explained what she had learned about acquiring a lockbox. It is expensive. Processing the first 500 items costs \$150 per month; then the surcharges begin.

Sylvia recommended we **not** pursue the use of a lockbox as it does not serve our needs.

Calling Cards

To use the EXCEL plan for phone calls, a dedicated phone line must be in place. Sandra has installed one in her house. Sandra recommended the Board members use EXCEL and suspend use of the AT&T cards for 6 months to compare costs.

<p>Rosalind moved the board members use the EXCEL calling cards for a few months and through two conference calls. Seconded by Vince. PASSED.</p>
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***Secretary's Report (Attachments Q,
R)***

Rosalind presented her report. She emphasized the need for more mathematics representation in CRLA. Information from the business meetings of the Midwest College Learning Centers Association which she attended as a CRLA representative were distributed.

Number of members (Attachment S)

There are 879 members as of this date. It was suggested the membership resource form be resurrected when it can be updated.

*Incoming President-Elect
1997 Sacramento Conference
(Attachment T)*

Kathy distributed copies of the Call for Papers for the Sacramento conference. Two thousand (2000) were produced.

Evaluations Chair Required

She will need an Evaluations Chair for the conference.

Conference Theme: Pearls

She will use the theme "Pearls of Wisdom" because it will be CRLA's 30th anniversary. Kathy will pursue the founding members of CRLA to be part of the program.

She invited suggestions for keynote speakers, invited institutes, and names of someone in the field of learning assistance whom we could honour.

Other Associations

The National Tutoring Association (NTA) will be holding its 1997 conference April 20-22 in Little Rock, Arkansas.

Kathy has lobbied the International Reading Association (IRA) to re-arrange CRLA's time slot during their conference so more post-secondary people could participate.

This engendered discussion once again on budget implications of sending representatives to other conferences.

<p>Sandra moved that all the reports presented on this day be accepted. Seconded by Vince. PASSED.</p>
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Sandra moved adjournment of the meeting at 5:50 p.m.

These minutes were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Monday, October 28, 1996

Albuquerque, New Mexico

List of Attachments to the Minutes

- A. Tentative Agenda for Monday, October 28, 1996
- B. Program: CRLA's 29th Annual Conference in Albuquerque, New Mexico
Theme: Catch the Dream: Student Success in the 90's
- C. Conference Flow Charts and Seating Arrangements
- D. President's Annual Report
- E. Handbook for State/Regional Directors and Chapter Presidents 1996-97
- F. Listing of State/Regional Directors & Chapter Presidents
- G. Pennsylvania/New Jersey Annual Report
- H. Montana Annual Report
- I. Oregon Annual Report
- J. Colorado Annual Report
- K. Nebraska/Kansas Annual Report
- L. Final Operating Budget for 1996-97
- M. Conference Budget for 1996 Albuquerque Conference
- N. Treasurer's Report for the fiscal year July 1, 1995 - June 30, 1996
- O. 1995 completed Income Tax Return
- P. Financial Statements for the Twelve Months Ended June 30, 1996 (as prepared by Dickey, Rush & Co., P.C. to accompany 1995 Income Tax Return filed)
- Q. Secretary's and Membership Coordinator's Report
- R. Reports from Midwest College Learning Centers Association (MCLCA)
Business Meeting:
 - Agenda for October 4, 1996 meeting
 - Minutes from Previous Business Meeting
 - 1995 Conference Report
 - 1995-1996 Annual Report
 - Expenses/Income Statement 1995
 - Proposed 1996 Budget
 - Treasurer's Report
 - Recording Secretary's Annual Report
 - Professional Development Committee's Annual Report
 - MCLCA July 1996 Newsletter
 - MCLCA brochure
- S. CRLA Membership Resource Form
- T. Call for Papers for 1997 Sacramento Conference

**TENTATIVE AGENDA FOR THE CRLA BOARD MEETINGS
1996 ANNUAL CRLA CONFERENCE
HYATT REGENCY
ALBUQUERQUE, NM**

**Monday, October 28, 1996
Boardroom North**

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT *A*
1 page

9:00 am - 9:30 am

Welcoming Remarks

1. Welcome to Board Members and Guests
2. Approval of the Agenda
3. Approval of the Minutes (September 12, 1996)
4. Brief Overview of the Conference Program (Vince)

9:30 am - 11:00 am

Conference Orientation from the Hotel Staff

5. Hotel Tour
6. Meeting with the Hotel Staff

11:00 am - 12 noon

Conference Logistics

7. Brief Review of the Conference Flow Chart - Appendix A (Pat)
8. Brief Review of the Seating of the Head Tables for the General Sessions (Vince)

12 noon - 1:30 pm

Lunch

1:30 pm - 5:00 pm

Board Reports

9. Executive Board Member Reports and Discussion
 - (a) President's Report - Appendix B (Pat)
 - (b) President-Elect/1996 Conference Chair - Appendix C (Vince)
 - (c) State/Region Reports - Appendix D (Pat/Tom)
 - (d) Treasurer - Appendix E (Sandra)
 - (1) Budgets (Sandra)
 - (2) Lock Box (Sandra/Sylvia)
 - (3) Phone Service (Sandra)
 - (4) Other
 - (e) Secretary - Appendix F (Rosalind)
 - (f) Membership - Appendix G (Rosalind)
 - (f) In-Coming President-Elect/1997 Conference Chair - Appendix H (Kathy)

Conference Flow Charts
and
Seating Arrangements

for the
1996 Annual Conference
of the College Reading & Learning Association
in
Albuquerque, NM

Compiled by
Patricia Mulcahy-Ernt

First General Session

Thursday, October 31, 1996

9:00 am - 10:30 am

Presider: Dr. Patricia Mulcahy-Ernt, CRLA President

Introductions

Welcome to the Conference

Dr. Vincent Orlando, CRLA President-Elect and Conference Program Chair

Karen Olson & George Ann Drennan, Conference On-Site Co-Chairs

Dr. Susan Deese-Roberts, Registration Chair

Robert L. Migneault

Keynote Presentation

"Equal Educational Opportunity: The Past, the Present, and the Future"

**Dr. Arnold L. Mitchem, Executive Director
of the National Council of Educational Opportunity Association**

Conference Flow Charts

1996 Annual Conference

First General Session
Thursday, October 31, 1996
9:00 am - 10:30 am

Patricia Mulcahy-Ernt,
President

Open Conference & Session
Introduce Current & New Board Members
Recognize CRLA Members:
 Presenters & Session Chairs
 State/Region/Chapter Presidents
 SIGs/PALs
 Committee Chairs
 Publications Editors
 Conference Attendees
 Newcomers & International Members
Recognize Executive Officers from:
 NADE - David Arendale
 MCLCA - Anna Hammond
 Others

Vince Orlando,
President-Elect

Welcome Members to Conference
Introduce On-Site Chairs

Karen Olson,
On-Site Co-Chair

Welcome to Conference
Introduce George Ann Drennan

George Ann Drennan
On-Site Co-Chair

Welcome to Albuquerque
Recognize Susan Deese-Roberts
Introduce Robert L. Migneault

Robert Migneault

Welcome to Conference

Vince Orlando,
President-Elect

Introduce Arnold Mitchem,
Keynote Speaker

Arnold Mitchem

Give Presentation

Patricia Mulcahy-Ernt

Thank Arnold Mitchem

Karen Olson,
On-Site Co-Chair

Conference Updates
Introduce Valerie Smith Stephens

Valerie Smith Stephens,
Awards & Scholarships Chair

Silent Auction Information

Patricia Mulcahy-Ernt

Adjourn Session

Awards Luncheon

Friday, November 1, 1996

11:15 am - 1:15 pm

Presider: Dr. Patricia Mulcahy-Ernt, CRLA President

Welcome to the Awards Luncheon

(Menu)

Awards Ceremony

**Chairs: Dr. Patricia Mulcahy-Ernt, CRLA President;
Valerie Smith Stephens, Awards & Scholarships Committee Chair**

**The CRLA Scholarship Award
The CRLA Distinguished Research Award
The Tom Pasternak Outstanding Tutor Award
In Memoriam of Elaine Cohen
Special Recognition Awards
The Robert Griffin Long and Outstanding Service Awards
Certificates of Appreciation
Recognition of the CRLA Committee Chairs
Recognition of the Conference On-site Committee**

Awards Luncheon Speaker Presentation

**"Celebrating our Multicultural Tapestry"
Rosa Guerrero**

Conference Flow Charts

1996 Annual Conference

Awards Luncheon Friday, November 1, 1996 11:15 am - 1:15 pm

Patricia Mulcahy-Ernt,
President

Welcome to the Awards Luncheon
Introduce Valerie Smith Stephens

Valerie Smith Stephens,
Awards & Scholarships Chair

Present CRLA Scholarship Awards &
CRLA Distinguished Research Award
Introduce Gladys Shaw

Gladys Shaw,
ITCP Co-Chair

Present The Tom Pasternak Outstanding
Tutor Award

Patricia Mulcahy-Ernt

In Memoriam of Elaine Cohen
Recognize JoAnn Carter-Wells, JCRL
Present the Special Recognition Awards &
The Robert Griffin Long and
Outstanding Service Awards
Recognize the SIGs, State Directors, PALs &
Committee Members (LAC, Elections)
Present Certificates of Appreciation:
CRLA Committee Chairs
Newsletter- Roz Bethke
Archives - Karen Smith
Awards- Valerie Smith
Stephens/Rosanne Cook
CAS- Martha Maxwell
ITCP/PALs-Gladys Shaw/Karan
Hancock/Becky Johnen
Parliamentarian - Carmen
Springer-Davis
SIGs-Pat Jonason
Site Selection Chair- Susan Deese-
Roberts/Susan Brown
Standards-Judith Olson-Fallon ✕
By-Laws- Donna Wood ✕
CRLA Board Members
Rosalind Lee
Sylvia Mioduski
Kathy Carpenter
Recognize Outgoing Board Members
Tom Gier/Sandra Evans

Conference Flow Charts

1996 Annual Conference

Awards Luncheon
Friday, November 1, 1996
11:15 am - 1:15 pm
(continued)

Vincent Orlando,
President-Elect

Recognize Program Committee
Present Plaques to On-Site Chairs

Karen Olson/George Ann Drennan,
On-Site Chairs

Present Certificates of Appreciation
Conference On-Site Committee

Patricia Mulcahy-Ernt

Invite lunch to be served

(12 noon - 12:30 pm - Luncheon Served)

Vincent Orlando

Introduce Rosa Guerrero,
Awards Luncheon Speaker

Rosa Guerrero

Give Luncheon Presentation

Patricia Mulcahy-Ernt

Thank Rosa Guerrero

Karen Olson/George Ann Drennan

Conference Updates

Patricia Mulcahy-Ernt

Adjourn Function

Plenary Session

Saturday, November 2, 1996

8:30 am - 9:20 am

"Our Own Village Voice"

Chairs: Dr. Patricia Mulcahy-Ernt, CRLA President; Dr. Jo-Ann Mullen, Elections Chair; Dr. Becky Johnen, PALS Coordinator; Carmen Springer-Davis, Parliamentarian

In the spirit of a town meeting you are invited to voice your perspectives and to look at long-range plans for our association. You will also have the opportunity to work in small groups to discuss our association's directions in meeting the needs of the membership.

Conference Flow Charts

1996 Annual Conference

Plenary Session Friday, November 1, 1996 8:30 am - 9:20 am

Patricia Mulcahy-Ernt,
President

Welcome Members to the Session
Introduce Facilitators:
Dr. JoAnn Mullen, Elections
Dr. Becky Johnen, PALs
Carmen Springer-Davis, Parliamentarian

Dr. JoAnn Mullen
Dr. Becky Johnen
Carmen Springer-Davis
Patricia Mulcahy-Ernt

Facilitate Group Discussion
Record Reports from Groups

Patricia Mulcahy-Ernt

Adjourn Session

Second General Session

Saturday, November 2, 1996

9:30 am -10:30 am

Annual CRLA Business Meeting

Presider: Dr. Patricia Mulcahy-Ernt, CRLA President

Annual business reports from Rosalind Lee, CRLA Secretary, and Sandra Evans, CRLA Treasurer, will be presented during the first section of this general session, followed by the Presidential Address.

Presidential Address

"Living the Dream of Literacy"

Dr. Patricia I. Mulcahy-Ernt, CRLA President

Throughout two decades of research and service Dr. Patricia Mulcahy-Ernt has actively participated in many facets of the College Reading and Learning Association. She is the 1995-96 CRLA President, was the Program Chair for the 1995 CRLA Annual Conference, the founder and SIG Leader of the Cognitive Psychology SIG, a State Director in Colorado, a Midwestern Regional Director, a contributor and editorial board member of the *Journal of College Reading and Learning*, and a presenter of over twenty workshops in state and national CRLA conferences. She is an Associate Professor in the graduate education programs at the University of Bridgeport and works with teachers of language and literacy. Her Presidential Address highlights life-long literacy practices and the critical role of mentors in helping others fulfill their dreams of literacy.

Conference Flow Charts

1996 Annual Conference

Second General Session Saturday, November 2, 1996 9:30 am -10:30 am

Patricia Mulcahy-Ernt,
President

Opens Session
Updates
(Note: States/Regions Report)

Rosalind Lee,
Secretary

Secretary's Annual Report

Sandra Evans,
Treasurer

Treasurer's Annual Report

JoAnn Mullen,
Elections Chair

Elections Report

Vincent Orlando,
President-Elect

Conference Report
Introduction of Patricia Mulcahy-Ernt

Patricia Mulcahy-Ernt,

Presidential Address (15 min) - 2 min call

Carmen Springer-Davis,
Parliamentarian

Request for Other Business Items

George Ann Drennan,
On-Site Chair

Conference Announcements
Reminder about Conference Evaluations

Patricia Mulcahy-Ernt

Adjourn Session

Banquet
BAILA! BAILA!

Saturday, November 2, 1996
6:30 pm - 10:00 pm

Cocktail Hour: 5:30 pm - 6:30 pm

Welcome to the Banquet
Presider: Dr. Patricia Mulcahy-Ernt, CRLA President

Induction of CRLA Officers

Banquet
(Menu)

Previews of the CRLA 1997 Annual Conference

Entertainment
BAILA! BAILA!

Conference Flow Charts

1996 Annual Conference

Banquet
Saturday, November 2, 1996
6:30 pm - 10:00 pm

Patricia Mulcahy-Ernt,
President

Welcome to the Banquet
Note Sunday Institutes
Induction of Officers: ^{poselind}
Introduce Roslyn Lee as the
Continuing Secretary
Note Tom Gier is an Outgoing Board
Member with Lifetime
Membership
Note Patricia Mulcahy-Ernt will be the
Coordinator of States/Regions
Note Sandra Evans is an Outgoing
Board Member: Present
Lifetime Membership

Sandra Evans,
Treasurer

Induct Sylvia Mioduski as the
Incoming Treasurer

Patricia Mulcahy-Ernt

Induct Vincent Orlando as the
Incoming President; present
Presidential Plaque, gavel,
and traditional gift

Vincent Orlando,
Incoming President

Present Patricia Mulcahy-Ernt with
personal CRLA Presidential
Plaque/gift
Induct Kathy Carpenter as the
Incoming President-Elect

Kathy Carpenter,
Incoming President-Elect

Provide preview of the 1997
Sacramento Conference

Vincent Orlando

Adjourn the Conference
Invite the Banquet to be served
Introduce the Entertainment

Induction: "At this time I would like to present to you..... as the incoming....."
"Do you promise to serve as....., uphold the CRLA Constitution and By-Laws, and
serve the CRLA membership to the best of your ability?"
"I do."

Seating Arrangements

1996 Annual Conference

First General Session

- 4 Board Members
- 2 On-Site Chairs
- Arnold Mitchem
- Robert L. Migneault
- Valerie Smith Stephens

Awards Luncheon

Podium with microphone needed.

Tables needed for:

- 6 Board Members (with 1 Guest)
- JoAnn Mullen, Elections Chair
- Rosa Guerrero
- Valerie Smith Stephens
- Gladys Shaw
- 2 On-Site Chairs
- Susan Deese-Roberts

Plenary Session

- Patricia Mulcahy-Ernt
- JoAnn Mullen
- Becky Johnen
- Carmen Springer-Davis

Second General Session

- 4 Board Members
- 2 On-Site Chairs
- JoAnn Mullen, Elections Chair
- Carmen Springer-Davis

Banquet

Podium with microphone needed.

Tables needed for:

- 6 Board Members (with 2 Guests)
- 2 On-site Chairs (1996 Conference)
- Susan Deese-Roberts (with Guest)
- 1 On-site Chair (1997 Conference)



President's Annual Report 1995-96

Summary Statement

As I complete my term as the 1995-96 President, I am glad to report that the College Reading and Learning Association experiences the stability of sound fiscal health, has a dedicated membership that has expanded to international status, has published several professional publications (including the *CRLA Tutor Handbook*; the *Journal of College Reading and Learning*, Volume XXVI, Number 2, and Volume XXVII, Numbers 1 & 2; and the 1995-96 editions of the *CRLA Newsletter*) featuring important contributions to the field, has two new liaison agreements with other professional organizations that offer continued opportunities for collaborations, has experienced growing status in the area of tutor certification, and has offered two international conferences providing the CRLA membership excellent opportunities for professional development on the local and national levels. In sum, these are laudable achievements due to the hard work of many dedicated individuals both on the Board and on many CRLA committees. Without a doubt CRLA members have made many contributions creating a vibrant professional community.

To stay up-to-date with CRLA activities, the Board met regularly during this past year. Conference calls were held in May, 1995; August, 1995; September, 1995; November, 1995; February, 1996, April, 1996; June, 1996, and September, 1996. The Board also met for two days prior to the Spring Symposium in Kananaskis, Canada. During this past year not only did the Board address issues related to conference planning, the budget, and the work of the committees, the Board also revisited the task of long-range planning. With a focus on the changing needs of the membership, the CRLA Board will no doubt continue this conversation in the future.

On the horizon are several projects slated for completion in the near future: a CRLA web site, a publication focusing on the development and management of Learning Assistance Centers, the adoption of the finalized CAS standards that will provide guidelines for Learning Assistance Centers, the development of content literacy standards focusing on college populations, and the acquisition of a lockbox to streamline budgetary procedures including membership renewals. Future conference planning is also already in process; contracts for conferences up to the year 1998 have been signed with hotels as conference sites.



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President's Annual Report 1995-96

Due to the change from a spring conference to a fall conference, however, the CRLA Board experienced a number of unique challenges during the past eighteen months. Although the additional six months provided extra time for conference planning, the resultant change required a revision of all timelines related to conference planning. In addition, to note these timeline changes (as well as other updates) all the CRLA job descriptions were revised. (Although the membership voted to change the scheduling of the annual conference from a spring to a fall conference, however, the CRLA By-Laws were not changed; this task still needs to be completed.)

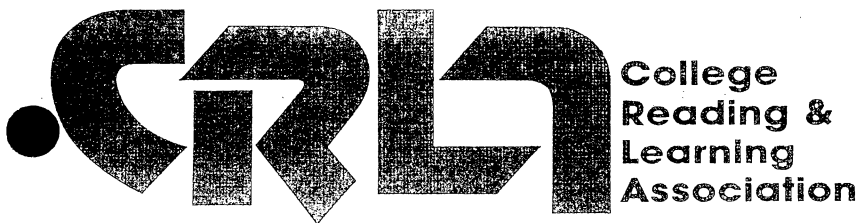
The theme of transition and change was also prevalent in a number of other Board related areas. First, at the 1995 Annual Conference it was decided that the task of membership coordination would be in the hands of the CRLA Secretary; due to this change the Board has had up-to-date membership information available during all Board meetings and conference calls. Second, many of the committee chairs were replaced this year; specifically, new chairs were approved for the Awards & Scholarships committee, for Site Selection, for the Professional Association Liaison committee, for the Standards committee, and for the International Tutor Certification Program. This year also marks the change in editors of the *Journal of College Reading and Learning*.

Recommendations

The following recommendations are based on observations, discussions with the membership, and personal experiences in serving on the Board. Although it may not be feasible to implement some of these recommendations during the next year, I am making these recommendations with an eye toward the future.

1) Due to the growth of the internet and technology for learning, CRLA should support a dedicated Web site and investigate alternatives for communicating among members and for disseminating information.

2) Due to the decreasing resources and growing lack of support for professional activities and development among many colleges and universities, budgetary planning should note contributions from host institutions and anticipate decreases in these areas.



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President's Annual Report 1995-96

3) Since CRLA is comparable to a mid-size corporation, the CRLA Board should continue to view its services and business operations in that light.

4) Due to a need for a central phone number (perhaps an 800 number) and a central address, the CRLA Board should continue to investigate a centralized mailing and membership service.

5) Professional materials should be developed for two audiences: the CRLA member who is familiar with the organization and the non-CRLA members who is interested in the field and who would benefit from CRLA membership.

6) Additional personnel support for Board members is recommended to alleviate the time demands required for the various Board functions.

7) Due to the "growing up" and aging of the CRLA membership, CRLA recruitment efforts need to include graduate students and younger members.

8) Due to changing demographics, the CRLA Board should continue to investigate creative ways to attract members from diverse backgrounds.

9) Due to the continuing need to improve communications among the membership and with the Board, the CRLA Board needs to examine and use creative ways of enhancing communication.

10) Due to the need within the field to voice perspectives about the college learner, the CRLA Board should maintain its emphasis on college developmental reading, learning assistance, developmental education, and tutorial services.

11) Due to the need to maintain its viability as a maturing professional organization, the CRLA Board should use the CAS standards as a guide.

12) Due to the need to inform all members of the organization, all members should receive a copy of the CRLA By-Laws.

13) In order to inform all members of the organizational structure of the CRLA committees in relationship to the Board, an organizational graph should be developed and given to all members (along with the By-Laws).



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

President's Annual Report
1995-96

14) The financial stability of the organization should continue to be a key goal so that CRLA members are able to enjoy the many benefits of our organization.

Respectfully submitted,

Patricia Mulcahy-Ernt

Patricia Mulcahy-Ernt, Ph. D.
President

October 28, 1996

CALA STATE/REGION DIRECTORS & CHAPTER PRESIDENTS (5/1/96)

CHAPTER PRESIDENTS

STATE/CHAPTER LEADER	UPDATE FORM: SUBMITTED, CONTINUING FOR 1996	PLANNING GUIDE/REQUEST FORM: SUBMITTED (IF "YES," SEE ATTACHMENT)
----------------------	--	--

CALIFORNIA

DENNIS SPARE MIRA COSTA COLLEGE 827 HILO WAY VISTA, CA 92083	NO	YES	NO
---	----	-----	----

IOWA/MISSOURI

LINDA BLATT CENTRAL COLLEGE 812 UNIVERSITY PELLA, IA 50219	YES	YES	NO
---	-----	-----	----

NEBRASKA/KANSAS

JUDY HARRINGTON UNIVERSITY OF NEBRASKA AT OMAHA ANNEX 39 GOODRICH PROGRAM OMAHA, NE 68182	NO	?	NO
--	----	---	----

NEW MEXICO

TERRI COOK NEW MEXICO STATE UNIVERSITY CENTER FOR LEARNING ASSISTANCE HARDMAN HALL RM 210 P.O. BOX 30001 DEPT. 5278 LAS CRUCES, NM 88003-0001	NO	YES	NO
--	----	-----	----

CRLA Board Meeting
 October 28, 1996
 Albuquerque, NM
 ATTACHMENT F
 2 page 5

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

OREGON

JOANNE CULLISON
CHEMEKETA COMMUNITY COLLEGE
P.O. BOX 14007
SALEM, OR 97309-7070

YES

YES

NO

=====

TEXAS

LANE JOHNSON
NORTH HARRIS COUNTY COLLEGE
2700 W. THORNE
HOUSTON, TX 77073

NO

YES

NO

=====

WASHINGTON

KATHERINE LOVRICH
SALC-57 CLEVELAND
WASHINGTON STATE UNIVERSITY
PULLMAN, WA 99164

YES

YES

NO

=====

STATE/REGION DIRECTORS

=====

ALASKA

SUZANNE FORSTER
UAA ENGLISH DEPT-K212
3211 PROVIDENCE DRIVE
ANCHORAGE, AK 99508

YES

YES

YES

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

ARIZONA

JOLYNNE RICHTER
YAVAPAI COLLEGE
110 E. SHELDON STREET
PRESCOTT, AZ 86301

NO

?

NO

=====

ARKANSAS/LOUISIANA

MARILYN BROUGHTON
SE LOUISIANA UNIVERSITY
P.O. BOX 529-SLU
HAMMOND LA 70402

NO

?

NO

=====

CANADA

KARL OLSEN
SAIT
1301 - 16TH AVENUE NW
CALGARY, AB
CANADA T2M 0L4

NO

?

NO

=====

COLORADO

JO BERGER
PIKES PEAK COMMUNITY COLLEGE
DEVELOPMENTAL STUDIES
5675 S. ACADENY BLVD
COLORADO SPRINGS, CO 80906-5498

YES

YES

NO

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

GREAT LAKES

SUSAN FARMER

YES

YES

YES

WM. RAINEY HARPER COLLEGE

1200 W. ALGONQUIN ROAD

PALATINE, IL 60067

=====

HAWAII

MARION VON

YES

YES

NO

CHAMINADE UNIV OF HONOLULU

3140 WAIALAE AVE

HONOLULU, HI 96816

=====

IDAHO

SUSAN HILL

NO

?

NO

ACAD. SKILLS DEVELOPMENT

COLLEGE OF TECHNOLOGY

ROOM TS-215

BOISE STATE UNIVERSITY

BOISE, ID 83723

=====

MID-ATLANTIC

ANNA CROCKETT

YES

YES

NO

LEARNING CENTER - LEJEUNE HALL

VIRGINIA MILITARY INSTITUTE

LEXINGTON, VA 24450

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

MID-SOUTH

BARBARA BEKIS
MEMPHIS STATE UNIVERSITY
DUNN 143
MEMPHIS, TN 38017

NO

?

NO

=====

MINNESOTA

DIRECTOR POSITION VACANT

=====

MONTANA

JOAN STOTTLEMYER
CARROLL COLLEGE
HELENA, MT 59625-0099

YES

YES

NO

=====

NEVADA

SINDA SLAGLE
OLD TOWN MALL
EDUCATION CENTER RM B6
4001 S. VIRGINIA STREET
RENO, NV 89501

NO

?

NO

=====

NORTHEAST

SAUNDRA VILLAFANE
WHITMAN HALL
ST. LAWRENCE UNIVERSITY
CANTON, NY 13617

NO

?

NO

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

NORTH/SOUTH DAKOTA

DIRECTOR POSITION VACANT

=====

OHIO RIVER VALLEY

DOROTHY S. BONSER
DEVELOPMENTAL EDUCATION
OWENS COMMUNITY COLLEGE
P.O. BOX 10,000
TOLEDO, OH 43699-1947

YES

YES

NO

=====

OKLAHOMA

BESS JENKINS
REDLANDS COMMUNITY COLLEGE
BOX 370
EL RENO, OK 73036

NO

?

NO

=====

PENN/NEW JERSEY

BECKY JOHNEN
HACC-LEBANON CAMPUS
731 CUMBERLAND STREET
LEBANON, PA 17042

YES

YES

YES

=====

SOUTHEAST

JIM GULLEDGE
PFEIFFER COLLEGE
HIGHWAY 52 NORTH
MISENHEIMER, NC 28109

YES

YES

YES

STATE/CHAPTER LEADER

UPDATE FORM:
SUBMITTED, CONTINUING FOR 1996

PLANNING GUIDE/REQUEST FORM:
SUBMITTED (IF "YES," SEE ATTACHMENT)

=====

UTAH

GRANT RICHARDS

NO

?

NO

LEARNING RESOURCE CENTER

UTAH VALLEY STATE COLLEGE

1200 SOUTH 800 WEST

OREM, UT 84058

=====

WYOMING

CARMEN SPRINGER-DAVIS

YES

YES

NO

CASPER COLLEGE

125 COLLEGE DRIVE

CASPER, WY 82601

=====



CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT #
2 page 5

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

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.



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

2

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 ANNUAL REPORT
PENNSYLVANIA AND NEW JERSEY
May 1995 - August 1996

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT *G*
/ page

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.

CRLA Report Oregon 1995-96

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT I
2 page 3

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 interest 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

CRLA Board Meeting

OCTOBER 28, 1996

Albuquerque, NM

ATTACHMENT J

1 page

MEMORANDUM

DATE: September 5, 1996
TO: Patricia Mulcahy-Ernt
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.

Nebraska/ Kansas

A graphic showing the outlines of Nebraska and Kansas. Nebraska is the top state, and Kansas is the bottom state. Both are white with black outlines. To the left of the states is a thick black vertical bar with a horizontal cutout. The text "Nebraska" is centered within the Nebraska outline.

Nebraska

Kansas

College Reading
and Learning
Association

Why not join the National CALA for \$40.00
and receive these services?

CALA offers the following services to its membership:

- ★ opportunities to share research and ideas through publications
 - ★ **The Journal of College Reading and Learning**
 - ★ **the Newsletter**
 - ★ discounted subscription rates to **Journal of Developmental Education**
- ★ opportunities for professional growth and job improvement
 - ★ the annual CALA 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
 - ★ Tutor Certification Program
- ★ opportunities for career development
 - ★ *professional exchange program*
 - ★ *research scholarships*
- ★ opportunities to contribute to a growing professional organization through the membership resources directory

1996 ANNUAL REPORT
Nebraska/Kansas Chapter
CRLA

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT K
2 pages + brochure

Submitted by:

Judy S. Harrington, President, Ne./Ks. CRLA chapter

MEMBERSHIP

Total membership for 1996 is 38 active members of the Ne./Ks. CRLA chapter with 33 of those members being current members of the national CRLA as well. Since there has been no fall 1996 regional chapter conference and that is the time when membership is typically recruited for the chapter, we anticipate membership will go up next spring at the time of our Ne./Ks. CRLA regional.

MEMBERSHIP ACTIVITIES

In an attempt to increase membership in the Ne./Ks. CRLA chapter, we have developed an informational brochure which highlights member benefits and goals for the chapter and includes a membership form. Also included in the brochure is information about the CRLA services. We believe this brochure has definite potential to increase membership both at the local and national levels. (Brochures included)

Another effort to increase membership involves the establishing of a Membership Coordinator for the Ne./Ks. chapter. This person will maintain an up-to-date membership data base and will be able to provide mailing labels of the chapter membership to facilitate communication. In addition, s/he will build a mailing list of potential members so the brochures may be sent to those who do not already belong. Pat Jonason, a longtime CRLA and Ne./Ks. CRLA chapter member has agreed to take on this responsibility.

CONCERNS/GOALS

One concern relates to maintaining and expanding our membership base as well as utilizing the strengths we have now to contribute to developmental education in the region. At the fall (Oct. '94 and '95) regional conferences, we discussed capitalizing on the primary strength of our chapter which is the core group of experienced learning assistance professionals who know each other well and have developed strong camaraderie through the years. It has long been a concern of mine that the regional CRLA conferences need not try to duplicate needlessly what CRLA does so well nationally at the annual conference. With a much larger 7-state NADE affiliate as our chief "competitor" for membership, it appears to make sense that we either carve out our own niche or consider folding into one organization. With this in mind, we are carrying out plans to have our Spring chapter gathering be held in a colloquium retreat at one of the state park lodge facilities in Nebraska. We have formulated these plans for over a year.

At this annual retreat, we will consider one (no more than

two) topical issues (i.e. the role of technology in developmental education) and will attempt to have one or more national "experts" participate in our conference via teleconference. We will interact with this person(s) for the first part of the retreat and then have breakout groups on the more concrete applications of the topic. It has been suggested that we then have an opportunity to write up our findings and recommendations and use these in interacting with our state Postsecondary Coordinating Commissions as well as our state legislators. With the national CRLA moving to a fall conference, the timing of such a change seems fortuitous. Learning assistance personnel in the midwest can choose to attend the fall CRLA national and/or the regional fall NADE conference and then in the spring can attend the spring NADE national and/or the Ne./Ks. chapter spring retreat.

In the fall of 1995, a joint regional conference was held of the Ne./Ks. CRLA chapter, the Iowa/Missouri CRLA chapter, and the MRADE group in St. Joseph, Missouri. This was the last opportunity to collaborate with MRADE on a fall regional conference before CRLA moved to its fall conference. It also provided opportunity to disseminate information on our retreat format. Over 100 people attended.


One further goal is to create an active political liaison group in the two states of Nebraska and Kansas. Sue Regan (Ks.), who will be the new Ne./Ks. CRLA President-Elect and I (Ne.) are both Political Liaisons for our respective states in the MRADE organization. With the national focus on downsizing hitting our colleges and universities, this is a time when as professionals we must be aware of and take a role in the political action of are local and state governments with regard to higher education. I would like to have us join forces with our NADE affiliate to create a strong and active political network of learning assistance professionals in our two states. As an upcoming Past President of the chapter, I would like to put some of my efforts into organizing such a network for Nebraska and would encourage Sue to do the same for Kansas.

SUMMARY OF ACTIVITIES/ACHIEVEMENTS OF MEMBERS.

Some representative individual achievements of members are listed below:

- ...Kathy Carpenter is the new President-Elect for CRLA
- ...Roz Bethke is the CRLA news1 letter editor
- ...Judy Harrington won the 1996 NADE Research Award and presented her research as the keynote address at the fall MRADE conference in St. Louis.
- ...numerous members of this chapter joined the MRADE group by working on committees and providing "person power" at the 1995 Regional Ne./Ks, Ia./Mo CRLA and MRADE conference in St. Joseph, Missouri.
- ...Teri Gibson won the \$1,000 Excellence in Teaching Award at Metropolitan Community College in Omaha.

Respectfully submitted,


Judy Harrington
President, NE/KS Chapter

FINAL OPERATING BUDGET

1996-97

	A	B	C	D	E
1		ACCOUNTS	1996-97		
2			FINAL		
3					
4		1000 ASSETS			
5		Transfer from Conference Account ----- \$20,000.00			
6		Transfer from Canadian Account ----- \$18,502.97			
7		1110 Current Bank Balance (As of July 1, 1996)	61982.74		
8					
9					
10		4000 INCOME			
11		4900 Misc. Income			
12		4901 CRLA Acct. Transfer			
13		5001 Dues	30000.00		
14		5011 Interest Income	500.00		
15		5012 JCRL (journal)	500.00		
16		5014 SIGS			
17		5005 Unidentified SIGS			
18		5015 SIG1 Cognitive Psych			
19		5025 SIG2 College Reading			
20		5035 SIG3 Computer Technology			
21		5045 SIG4 Couns/Guidance			
22		5055 SIG5 Critical Thinking			
23		5065 SIG6 DEV/Basic Writing			
24		5075 SIG7 Emot/Motiv Aspects			
25		5085 SIG8 EFL/ESL			
26		5095 SIG9 Research/Evaluation			
27		5096 SIG10 Learning Center Management			
28		5097 SIG11 Learning Disabilities			
29		5098 SIG12 Liberal Arts Colleges/Univ.			
30		5099 SIG13 Math Tutorial Programs			
31		5142 SIG14 Multicultural			
32		5143 SIG15 Peer Tutoring			
33		5147 SIG16 Workplace Literacy			
34		5148 SIG17 Teaching Excellence			
35		5149 SIG18 Hypercard			
36		TOTAL SIGS	3500.00		
37					
38		5006 INTERNATIONAL TUTOR CERTIFICATION	3000.00		
39		5007 REGISTRY/TUTOR Handbook	2000.00		
40		5013 Glossary			
41		5010 Awards	50.00		
42		5008 Scholarship	1000.00		
43					
44		TOTAL ASSETS/INCOME			102532.74
45					
46					
47					
48					

CRLA Board Meeting
 OCTOBER 28, 1996
 Albuquerque, NM
 ATTACHMENT L
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FINAL OPERATING BUDGET

1996-97

	A	B	C	D	E
49		EXPENSES			
50					
51		5101 President			
52		5102 P Travel	500.00		
53		5103 P Hotels & Food	500.00		
54		5104 P Telephone Expense	1500.00		
55		5105 P Postage	200.00		
56		5106 P Printing & Publishing	100.00		
57		5107 P Clerical Assistance	250.00		
58		5108 P Supplies	200.00		
59		TOTAL PRESIDENT	3250.00		
60					
61					
62		PRESIDENT-ELECT (in conference account)			
63					
64					
65		5121 Secretary			
66		5123 S Travel	400.00		
67		5124 Hotels & Food	400.00		
68		5125 S Telephone Expense	100.00		
69		5126 S Postage	100.00		
70		5127 S Printing & Publishing	100.00		
71		5128 S Supplies	50.00		
72		5129 Clerical	50.00		
73		5130 S Baggage & Shipping	50.00		
74		TOTAL SECRETARY	1250.00		
75					
76					
77		5131 TREASURER			
78		5132 T Travel	50.00		
79		5133 T Hotel & Food	50.00		
80		5134 T Telephone Expense	300.00		
81		5135 T Postage	150.00		
82		5136 T Printing & Publishing	50.00		
83		5137 T Clerical Assistance	700.00		
84		5138 T Supplies	250.00		
85		5140 Other (Auditor)	2000.00		
86		TOTAL TREASURER	3550.00		
87					
88					
89		5141 GENERAL BOARD EXPENSES			
90		5151 GB Travel	6000.00		
91		5152 GB Hotel & Food	6000.00		
92		5158 GB Misc	400.00		
93		5165 Insurance	4500.00		
94		5700 Banking/Check exp.	100.00		
95		5170 Teleconferences	2100.00		
96		5541 Scholarship	1000.00		

FINAL OPERATING BUDGET

1996-97

	A	B	C	D	E
97		5542 Research Awards	500.00		
98		TOTAL GENERAL BOARD	20600.00		
99					
100					
101		TOTAL BOARD EXPENSES		28650.00	
102					
103					
104		5201 NEWSLETTER			
105		5204 NL TELEPHONE & FAX	50.00		
106		5205 NL Postage	400.00		
107		5206 NL Printing & Publishing	3000.00		
108		5208 NL Supplies	40.00		
109		5226 NL Layout/Graphics	1400.00		
110		5212 NL UPS	60.00		
111		TOTAL NEWSLETTER	4950.00		
112					
113					
114		5211 JCRL (Journal)			
115		5215 J Telephone	100.00		
116		5216 J Postage	1500.00		
117		5217 J Printing & Publishing	8200.00		
118		5218 J Clerical	1000.00		
119		5219 J Supplies	200.00		
120		5220 J Misc	1000.00		
121		JCRL (Journal) TOTAL	12000.00		
122					
123					
124		5300 GENERAL ORGANIZATION EXPENSES			
125		5431 G Postage	50.00		
126		5461 G Supplies	50.00		
127		5481 G Misc	150.00		
128		5521 Bonding	450.00		
129		TOTAL GENERAL ORGANIZATION EXPENSES	700.00		
130					
131					
132		TOTAL PUBLICATIONS/GENERAL EXP.		17650.00	
133					
134					
135		5402 AWARDS & FUND RAISING			
136		Plaques	400.00		
137		5405 AF Postage	50.00		
138		5406 AF Printing & Publishing	100.00		
139		TOTAL AWARDS & FUND RAISING	550.00		
140					
141					
142					
143					
144					

FINAL OPERATING BUDGET

1996-97

	A	B	C	D	E
145		5412 ARCHIVES			
146		5414 AR POSTAGE/SHIPPING	75.00		
147		5415 AR Supplies	60.00		
148		5417 AR Conversion	500.00		
149		TOTAL ARCHIVES	635.00		
150					
151					
152		5432 NOMINATIONS & ELECTIONS			
153		5433 NE Telephone	50.00		
154		5434 NE Postage	350.00		
155		NE Clerical	50.00		
156		5435 NE Printing & Publishing	300.00		
157		TOTAL NOMINATIONS & ELECTIONS	750.00		
158					
159					
160		5442 TUTOR CERTIFICATION			
161		5452 TC Postage	800.00		
162		5453 TC Printing & Publishing	200.00		
163		5454 TC Supplies	150.00		
164		5455 TC Telephone	200.00		
165		5456 Other (Handbook Reprint)	750.00		
166		Outstanding Tutor Award (Tom Pasternack)	250.00		
167		TOTAL TUTOR CERTIFICATION	2350.00		
168					
169					
170		OTHER COMMITTEES/REPRESENTATION			
171		5175 Standards Ad-hoc Comm.	500.00		
172		5180 Communications Task Force Comm.	250.00		
173		5502 Sponsored Research Comm.	50.00		
174		5520 Political Action Coord.	50.00		
175		5510 Prof. Assoc. Liaison Coord.	100.00		
176		CAS Representative			
177		5185 Travel 100.00			
178		5186 Hotel & Food 300.00			
179		5187 Registration 125.00			
180		5189 CAS Membership (for CRLA) 200.00			
181		5188 Rep's Misc 75.00			
182		TOTAL CAS REP.	800.00		
183		TOTAL COMMITTEES/REPRESENTATION	1750.00		
184					
185					
186		TOTAL COMMITTEES		6035.00	
187					
188					
189		5465 MEMBERSHIP COORDINATOR	1000.00		
190		5470 MC Telephone & Fax	500.00		
191		5475 MC Postage	600.00		
192		5480 MC Printing & Publishing	200.00		

FINAL OPERATING BUDGET

1996-97

	A	B	C	D	E
193		5485 MC Computer Supplies	500.00		
194		5490 MC Supplies	2000.00		
195		5495 Clerical Assistance	4800.00		
196		TOTAL MEMBERSHIP COORDINATOR			
197					
198					
199		5500 STATES & REGIONS COORD.			
200		5601 CO Travel	650.00		
201		5602 CO Hotel & Food	200.00		
202		5603 CO Telephone	500.00		
203		5604 CO Postage	200.00		
204		Supplies	200.00		
205		TOTAL STATES & REGIONS COORD.	1750.00		
206					
207					
208		5610 DIRECTORS			
209		5611 DI Misc			
210		5613 DI Special Requests	1500.00		
211		5614 DI Supplies/printing	500.00		
212		5190 Board travel to states/regions	1500.00		
213		TOTAL DIRECTORS	3500.00		
214					
215					
216		5630 SIG COORDINATOR			
217		5621 SC Postage	125.00		
218		5623 SC Supplies	25.00		
219		5624 SC Telephone	25.00		
220		TOTAL SIG COORDINATOR	175.00		
221					
222					
223		5630 SIG LEADERS			
224		5640 SL Postage	600.00		
225		5641 SL Printing & Publishing	700.00		
226		5642 SL Supplies	100.00		
227		5643 SL Misc			
228		TOTAL SIG LEADERS	1400.00		
229					
230					
231		TOTAL MEMBERSHIP/STATES & REGIONS		11625.00	
232					
233		TOTAL EXPENSES			63960.00
234					
235		BALANCE (INCOME/ASSETS - EXPENSES)			38572.74
236					

CRLA Conf Budget

'96 Alb. Conference

CRLA Board Meeting

OCTOBER 28, 1996

Albuquerque, NM

ATTACHMENT M

10 page 5

	A	B
1		BUDGETS
2	Accounts	
3		
4		
5	4000 INCOME	
6	4100 Exhibitor Fees	6000.00
7	4101 Trans fr old accts	
8	4102 Accounts Receivable	
9	5701 Funds to Trans frm OpFund	
10	4202 Transfer to Op Fund	
11	4301 Tutor Registry at Conf	
12	4302 Badge covers	
13	4402 Book sales	
14	4500 T-shirts/tote bags	
15	4602 Scholarships & Awards	
16	4211 Donations/Awards w/conf	
17	4512 Refund donated to Award	
18	4502 Raffle	
19	4503 Refund converted to raffle	
20		
21	Total Scholarships & Awards	
22		
23	4220 SIG/Mem Dues with Conf	
24	4246 SIG memberships	
25	4221 SIG1/Cog-Psych	
26	4223 SIG2/Computer Tech	
27	4225 SIG3/Critical Thinking	
28	4227 SIG4/Emot/MotivAspects	
29	4231 SIG5/LC Management	
30	4233 SIG6/Lib'l Arts Colleges	
31	4235 SIG7/Multicultural	
32	4229 SIG8/Research & Eval	
33	4241 SIG9/Workplace Literacy	
34	4222 SIG10/College Reading	
35	4224 SIG11/Couns/Guidance	
36	4226 SIG12/Dev-Basic Writing	
37	4228 SIG13/EFL/ESL	
38	4232 SIG14/Learning Disability	
39	4234 SIG15/Math Tutorial Prog	
40	4236 SIG16/Peer Tutoring	
41	4242 SIG17/Teaching Excel'nce	
42	4243 SIG18/HyperCard	
43	4237 SIG Placement Bureaus	
44	4238 SIG TRIO	
45	4239 SIG Whole Languages	
46	4253 Unnamed SIGs	
47		
48	Total SIG memberships	

CRLA Conf Budget

'96 Alb. Conference

	A	B
49		
50	4210 Membership with Conf	1800.00
51		
52	Total SIG/Mem Dues with Conf	
53		
54	4200 Conference Fees	
55	4230 Registration *see attached	*41500.00
56	4245 One day registration	
57	4252 Misc Onsite Registration	
58	4244 Institutes	
59	4254 Inst1	
60	4255 Inst2	
61	4256 Inst3	
62	4257 Inst4	
63	4258 Inst5	
64	4259 Inst6	
65	4275 Inst7	
66	4276 Inst8	
67	4277 Inst9	
68	4278 Inst10	
69	4279 Inst11	
70	4281 Inst12	
71	4285 Inst13	
72	4282 Inst14	
73	4283 Inst15	
74	4286 Inst16	
75	4290 Inst17	
76	4284 Unnamed Institutes	
77		
78	Total Institutes	7000.00
79		
80	4268 SIG Breakfasts	
81	4273 BSIG1/Peer Tutoring	
82	4262 BSIG2/College Reading	
83	4269 BSIG3/Computer Tech	
84	4274 BSIG4/Teaching Excel'nc	
85	4271 BSIG5/Critical Thinking	
86	4280 Unnamed BSIG	
87		
88	Total SIG Breakfasts	
89		
90	4260 SIG Luncheons	
91	4288 LSIG6/ Math Tutorial	
92	4267 LSIG7/Workplace Lit'rcy	
93	4263 LSIG8/Emotional Aspects	
94	4291 LSIG9/LC Management	
95	4272 LSIG10/EFL/ESL	
96	4265 LSIG11/Learning Disabl	

REGISTRATION:

MEMBERS

Before September 27 (350 @ 85.00)	29,750.00
After September 27 & On-site (45 @ 100.00)	4,500.00
One Day (5 @ 70.00)	<u>350.00</u>
	34,600.00

NON-MEMBERS

Before September 27 (30 @ 130.00)	3,900.00
*Includes '97 membership	-1,200.00
Before September 27 - One Day (10 @ 90.00)	900.00
After September 27 & On-site (15 @ 150.00)	2,250.00
*Includes '97 membership	- 600.00
After September 27 & On-site - One Day (15 @ 110.00)	<u>1,650.00</u>
	6,900.00

\$41,500.00

CRLA Conf Budget

'96 Alb. Conference

	A	B
97	4261 LSIG12/Cog Psych	
98	4264 93 LSIG/HyperCard	
99	4266 93 LSIG Libr'l Arts Coll	
100	4270 Unnamed LSIG	
101		
102	Total SIG Luncheons	
103		
104	4300 Lunch With Mentors	
105	4310 M1	
106	4311 M2	
107	4312 M3	
108	4313 M4	
109	4314 M5	
110	4315 M6	
111	4316 M7	
112	4317 M8	
113	4318 M9	
114	4319 M10	
115	4320 M11	
116	4325 M12	
117	4330 M13	
118	4335 M14	
119	4340 M15	
120	5002 Unnamed Mentor Lunch	
121		
122	Total Lunch With Mentors	
123		
124	4321 Special Events & Entnmnt	
125	4333 SE1	
126	4341 SE2	
127	4345 SE3	
128	4350 SE4	
129	4240 SE5 Banquet	
130	4251 SE6	
131	4250 SE7	
132	4334 SE8	
133	4331	
134	4332	
135		
136	Total Special Events & Entnmnt	
137		
138	4201 Refund	
139		
140	Total Conference Fees	56300.00
141		
142	4900 Misc. Income	
143	4901 CRLA Acct Transfer	
144	5001 Interest Income	

CRLA Conf Budget

'96 Alb. Conference

	A	B
145		
146	TOTAL INCOME	56300.00
147		
148		
149	5000 EXPENSES	
150		
151	5100 Conf Management	
152	5110 Chair	
153	5111 CH Travel	500.00
154	5112 CH Hotels & Food	500.00
155	5113 CH Telephone	250.00
156	5134 CH Postage	700.00
157	5114 CH Photocopying	500.00
158	5115 CH Clerical Assistance	750.00
159	5116 CH Supplies	400.00
160	5117 CH Misc	400.00
161	5118 CH Other (Specify)	
162	5119 CH Committee Exp	200.00
163	5121 CH Call Pprs/Print	200.00
164	5122 CH Call Pprs/Post	100.00
165	5135 CH Computer layout	1000.00
166	5149 Plaques/Special Service	250.00
167	Total CH Other (Specify)	
168	Total Chair	5750.00
169		
170		
171	5120 On-site Manager	
172	5123 ON Travel	
173	5124 ON Hotels & Food at Conf	600.00
174	5125 ON Telephone	100.00
175	5126 ON Postage	100.00
176	5127 ON Photocopying	100.00
177	5128 ON Wages & Fees	300.00
178	5131 ON Supplies	200.00
179	5132 ON Misc	
180	5133 ON Other (Specify)	
181	5138 Signs for Conf	300.00
182	Total ON Other (Specify)	
183	Total On-site Manager	1700.00
184		
185		
186	5136 Reserv/depos:Tours & Ent	
187		
188	5130 Exhibits Chair	
189	5140 EX Telephone	50.00
190	5141 EX Postage	100.00
191	5142 EX Misc (draping)	1500.00
192	5143 EX Other (Specify)	

CRLA Conf Budget

'96 Alb. Conference

	A	B
193	5144 EX Printing	50.00
194	5145 EX Decoration	100.00
195	5146 EX Exhibit Hall	100.00
196	5147 Keynote Speaker's Books	50.00
197	5148 EX Supplies	100.00
198	Total EX Other (Specify)	
199	Total Exhibits Chair	2050.00
200		
201		
202	TOTAL CONF MANAGEMENT	9500.00
203		
204		
205	5200 Gen Conf Expenses	
206		
207	5201 Programs	
208	5202 PR Postage	200.00
209	5203 PR Printing & Publishing	2500.00
210	5204 PR Misc	
211	5205 PR Other (Specify)	
212	Total Programs	2700.00
213		
214	5211 Reg Packets	
215	5212 RE Printing & Publishing	900.00
216	5213 RE Supplies	1000.00
217	5214 RE Misc	200.00
218	5215 RE Other (Specify)	
219	5216 RE Ribbons	250.00
220	Total RE Other (Specify)	
221	Total Reg Packets	2350.00
222		
223	5221 Calls to Conference	
224	5222 CA Telephone	
225	5223 CA Postage	200.00
226	5224 CA Printing & Publishing	1300.00
227	5225 CA Misc	100.00
228	5226 CA Other (Specify)	
229	5227 CA JDE Advert for Conf	1400.00
230	Journal of Reading Ad	500.00
231	Total CA Other (Specify)	
232	Total Calls to Conference	3500.00
233		
234	5231 Other Gen Expenses	
235	5241 OT Supplies	50.00
236	5242 OT Postage	50.00
237	5243 OT Printing	50.00
238	5244 OT Misc	400.00
239	5245 OT Other (Specify)	
240	5246 OT Xerox rental	200.00

CRLA Conf Budget

'96 Alb. Conference

	A	B
241	5247 OT Decorations	200.00
242	5248 OT Film & Processing	200.00
243	5249 OT Entertainment	500.00
244	5250 OT Audiovisual & Mechan.	1500.00
245	5251 OT Evaluation	200.00
246	5252 OT Phone Equipment	200.00
247	5129 ON Adver & Promotion	500.00
248	5137 OT paid registration help	200.00
249	Total OT Other (Specify)	
250	Total Other Gen Expenses	4250.00
251		
252		
253	TOTAL GEN CONF EXPENSES	12800.00
254		
255	5300 Conference Program	
256		
257	5301 Speakers	
258	5311 SP Travel	700.00
259	5312 SP Hotels & Food	400.00
260	5313 SP Wages & Fees	2700.00
261	5314 SP Misc	
262	5315 SP Other (Specify)	
263	5320 Special Event Fees	
264	Handouts/copying	300.00
265	Total SP Other (Specify)	
266	Total Speakers	4100.00
267		
268	5401 Invited Institutes	
269	5411 II Travel	
270	5412 II Hotels & Food	
271	5413 II Wages & Fees	600.00
272	5414 II Misc	50.00
273	5415 II Other (Speciy)	
274	Total Invited Institutes	650.00
275		
276	5501 Institutes	
277	5511 I Materials	700.00
278	5512 I Misc	
279	5513 I Other (Specify)	
280	Total Institutes	700.00
281		
282	5601 Computer Fair	
283	5611 CF Wages & Fees	100.00
284	5612 CF Misc	400.00
285	5613 CF Other (Specify)	
286	5614 CF Electrical Hook-up	250.00
287	5616 CF Travel	50.00
288	5624 CF Supplies	

CRLA Conf Budget

'96 Alb. Conference

	A	B
289	5625 CF Computer Rentals	750.00
290	5630 CF Porterage	
291	Total CF Other (Specify)	
292	Total Computer Fair	1550.00
293		
294	5615 Tours & Entertainment	500.00
295		
296	TOTAL CONFERENCE PROGRAM	7500.00
297		
298	5400 Food Functions	
299	5500 Hospitality	
300	5502 HO Food & Drink	500.00
301	5503 HO Other (Specify)	
302	5504 HO Hotel Room	
303	Total HO Other (Specify)	
304	Total Hospitality	500.00
305		
306	5510 Publisher's Brk.	
307	5516 PB Food	2000.00
308	5514 PB Misc	
309	5515 Other (Specify)	
310	Total Publisher's Brk.	2000.00
311		
312	Leadership Lunch for State Director/SIG LEaders	
313	LL Food	1000.00
314	Total LL Food	1000.00
315		
316	5520 Editor's Lunch	
317	5521 EL Food	75.00
318	5522 EL Misc	
319	5523 EL Other (Specify)	
320	Total Editor's Lunch	75.00
321		
322	5530 State Dir's Dinner/SIG LEADERS LUNCH	
323	5531 SD Food	
324	5532 SD Misc	
325	5533 SD Other (Specify)	
326	Total State Dir's Dinner	-0-
327		
328	5540 Coffee Breaks	
329	5541 CB Food	
330	5543 CB Misc	3000.00
331	5544 CB Other (Specify)	
332	Total Coffee Breaks	3000.00
333		
334	5550 Newcomer's Reception	
335	5551 NR Food	300.00
336	5552 NR Misc	250.00

CRLA Conf Budget

'96 Alb. Conference

	A	B
337	5553 NR Other (Specify)	
338	Total Newcomer's Reception	550.00
339		
340	5560 Past Board Lunch	
341	5561 PBd Food	300.00
342	5562 PB Misc	
343	5563 PB Other (Specify)	
344	Total Past Board Lunch	300.00
345		
346	5570 Tutor Cert. Lunch	
347	5571 TC Food	
348	5572 TC Misc	
349	5573 TC Other (Specify)	
350	Total Tutor Cert. Lunch	-0-
351		
352	5580 Planning Breakfast	
353	5581 PL Food	
354	5582 PL Misc	
355	5583 PL Other (Specify)	
356	Total Planning Breakfast	-0-
357		
358	5590 SIG Breakfasts/Lunches	
359	5591 SL Food	100.00
360	5592 SL Misc	
361	5593 Other (Specify)	
362	Total SIG Leader's Breakfast	100.00
363		
364	5600 Lunch With Mentor	
365	5602 LM Food	200.00
366	5603 LM Misc	
367	5604 LM Other (Specify)	
368	Total Lunch With Mentor	200.00
369		
370	5610 SIG Social for SIG Leaders	
371	5620 SS Food	
372	5621 SS Misc	
373	5622 SS Other (Specify)	
374	Total SIG Social for SIG Lead	-0-
375		
376	5623 Banquet/Awards dinner	700.00
377	5633 Awards Brunch	350.00
378	5640 Past/Present Site Lunch	
379	5651 Kellog Reception	
380		
381	TOTAL FOOD FUNCTIONS	8775.00
382		
383	5650 Other Expenses	
384	5700 Banking/Check Expenses	110.00

CRLA Conf Budget

'96 Alb. Conference

	A	B
385	5702 OpFund exps pd byConf	
386	5800 Previous Conf. expense	
387	Insurance	400.00
388		
389	5810 Next Conf Chair Expenses	
390	5820 NCC Printing & Publishing	500.00
391	5822 NCC Postage	50.00
392	5825 NCC Advertising & Promo	150.00
393	Total Next Conf Chair Expense	700.00
394		
395	5422 Site Selection	
396	5423 SS Travel	700.00
397	5424 SS Hotels & Food	150.00
398	5425 SS Telephone Expenses	50.00
399	5426 SS Postage	50.00
400	5427 SS Supplies	50.00
401	Total Site Selection	1000.00
402		
403	TOTAL OTHER EXPENSES	2210.00
404		
405		
406	TOTAL EXPENSES	40785.00
407		
408	TOTAL INCOME	56300.00
409		
410		
411	NET INCOME	15515.00
412		
413		
414		
415		
416		
417		
418		
419		
420		
421		
422		
423		
424		
425		
426		
427		
428		
429		
430		
431		
432		

College Reading and Learning Association

Treasurer's Report July 1, 1995 - June 30, 1996

Summary of Assets as of 6/30/96:

Operating Account	\$61,982.74
Conference Account	21,283.20
Certificate of Deposit	<u>41,835.70</u>
	\$125,101.64

submitted by
Sandra Evans
CRLA Treasurer

CRLA '95-'96 Operating Fund
Financial Report
July 1, 1995 to June 30, 1996

INCOME:

Beginning Balance	\$39,480.82
Dues	26,150.00
SIG Membership	3,980.00
Tutor Certification	4,115.00
Tutor Handbook	2,345.15
Journal	525.00
Registry	1,920.00
Glossary	80.00
Interest Income	640.00
Scholarship	420.00
Miscellaneous	<u>56.44</u>
	79,712.41
Transfer of funds:	
Conference Account	+20,000.00
Canadian Account	<u>+18,502.97</u>
	\$118,215.38

EXPENSES:

President	3,973.32
*President-Elect	251.28
Secretary	418.77
Treasurer	2,110.06
General Board	16,682.34
Newsletter	3,968.72
JCRL	14,970.82
General Expenses	218.00
Awards & Fund Raising	46.00
Archives	44.26
Nominations/Elections	559.73
Tutor Certification	4,974.93
Membership	3,116.15
States/Regions Coordinator	2,231.32
Directors	1,780.00
SIG Coordinator	78.67
SIG Leaders	<u>808.27</u>
	\$56,232.64

\$61,982.74

*President-Elect/Conference Chair's budget
is located in the Conference Account.

CRLA '95-'96 Conference
Financial Report
July 1, 1995 to June 30, 1996

INCOME:

Beginning Balance	\$90,338.83
Interest Income	375.59
Refund	13.00
Exhibitor Fees	3,000.00
Registration Fees	357.00
Advertising	125.00
Transfer of funds:	
Certificate of deposit	-40,000.00
Canadian Account	-10,000.00
Operating Account	<u>-20,000.00</u>
	\$24,209.42

EXPENSES:

Conference Chair	601.70
Reservation/Deposits	597.65
Advertising	860.40
Other General Expenses	716.65
Site Selection	<u>149.82</u>
	\$2,926.22

\$21,283.20

CRLA Canadian Symposium '96
July 1, 1995 to June 11, 1996
Financial Statement

INCOME:

Beginning Balance	2195.71
Transfer of funds	10000.00
Interest Income/banking	145.50
Registration	
142 @ 135.00 =	19,170.00
4 refunds @ 135.00 =	(540.00)
1 refund @ 100.00 =	(100.00)
137 attendees	18530.00
Additional banquet	490.00
Membership	2940.00
SIGS	335.00
Scholarship	31.00
	<u>34667.21</u>

EXPENSES:

Chair	
Hotel/food	1242.55
Photocopying	42.54
Committee travel	745.51
Committee hotel/food	2738.33
Plaques/Special Service	304.16
On-site Manager	
Hotel/food	582.44
Telephone	77.74
Photocopying	41.47
General Conference Expenses	
CA Postage	648.00
CA Print/Publish	890.14
CA JDE Advertising	1290.60
Other	139.83
Miscellaneous	
Audio/Visual	1342.89
Board Meetings (food)	120.52
Food Functions	
Hospitality	657.32
Reception (food)	671.92
(entertainment)	177.36
Banquet	<u>4450.92</u>
	16164.24

\$18,502.97

Form **990-EZ****Short Form****Return of Organization Exempt From Income Tax**

OMB No. 1545-1150

1995**This Form Is
Open to Public
Inspection**Department of the Treasury
Internal Revenue Service

Under section 501(c) of the Internal Revenue Code (except black lung benefit trust or private foundation) or section 4947(a)(1) nonexempt charitable trust

For organizations with gross receipts less than \$100,000 and total assets less than \$250,000 at the end of the year.

The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 1995 calendar year, OR tax year beginning 7/01/95 **, and ending** 6/30/96**B Check if:**

- ☐ Change of address
- ☐ Initial return
- ☐ Final return
- ☐ Amended return
(required also for
State reporting)

Please
use IRS
label or
print or
type.
See
Specific
Instruc-
tions.**C Name of organization**College Reading and Learning Assoc.
c/o Sandra Evans

Number and street (or P.O. box, if mail is not delivered to street address)

Room/suite

College of the Mainland

City, town or post office, state, and ZIP code

Texas City TX 77591**D EIN**95-3177158**E State registration number****F Check** ☐ **if exemption
application is pending****H Enter four-digit group
exemp. no. (GEN)****G Accounting method:**☒ **Cash** ☐ **Accrual** ☐ **Other (specify)** **I Type of organization—** ☒ **Exempt under section 501(c)(** 6 **)** **OR** ☐ **section 4947(a)(1) nonexempt charitable trust****Note: Section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts MUST attach a completed Sch. A (Form 990).****J Check** ☐ **if the organization's gross receipts are normally not more than \$25,000. The organization need not file a return with the IRS; but if the organization received a Form 990 Package in the mail, the organization should file a return without financial data. Some states require a complete return.****K Enter the organization's 1995 gross receipts (add back lines 5b, 6b, and 7b, to line 9)** \$ 66,807**If \$100,000 or more, the organization must file Form 990 instead of Form 990-EZ.****Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances** (See instructions on pages 9-13.)

1	Contributions, gifts, grants, and similar amounts received (attach schedule)	<u>See Sch</u>	1	<u>451</u>
2	Program service revenue including government fees and contracts		2	<u>28,425</u>
3	Membership dues and assessments		3	<u>36,508</u>
4	Investment income		4	<u>1,162</u>
5a	Gross amount from sale of assets other than inventory	5a		
b	Less: cost or other basis and sales expenses	5b		
c	Gain or (loss) from sale of assets other than inventory (ln. 5a less ln. 5b) (att. sch.)			
6	Special events and activities (attach schedule):			
a	Gross revenue (not including \$ <u> </u> of contributions reported on line 1)	6a		
b	Less: direct expenses other than fundraising expenses	6b		
c	Net income or (loss) from special events and activities (line 6a less line 6b)		6c	
7a	Gross sales of inventory, less returns and allowances	7a		
b	Less: cost of goods sold	7b		
c	Gross profit or (loss) from sales of inventory (line 7a less line 7b)		7c	
8	Other revenue (describe <u>See Schedule</u>)		8	<u>261</u>
9	Total revenue (add lines 1, 2, 3, 4, 5c, 6c, 7c, and 8)		9	<u>66,807</u>
10	Grants and similar amounts paid (attach schedule)		10	
11	Benefits paid to or for members		11	
12	Salaries, other compensation, and employee benefits		12	
13	Professional fees and other payments to independent contractors		13	
14	Occupancy, rent, utilities, and maintenance		14	
15	Printing, publications, postage, and shipping		15	<u>18,940</u>
16	Other expenses (describe <u>See Schedule</u>)		16	<u>56,384</u>
17	Total expenses (add lines 10 through 16)		17	<u>75,324</u>
18	Excess or (deficit) for the year (line 9 less line 17)		18	<u>-8,517</u>
19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)		19	<u>131,783</u>
20	Other changes in net assets or fund balances (attach explanation)		20	
21	Net assets or fund balances at end of year (combine lines 18 through 20)		21	<u>123,266</u>

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT O
4 pages

Part II Balance Sheets - If Total assets on line 25, column (B) are \$250,000 or more, file Form 990 instead of Form 990-EZ.

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments	<u>131,783</u>	<u>123,266</u>
23 Land and buildings		
24 Other assets (describe <u> </u>)		
25 Total assets	<u>131,783</u>	<u>123,266</u>
26 Total liabilities (describe <u> </u>)	<u>0</u>	<u>0</u>
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	<u>131,783</u>	<u>123,266</u>

For Paperwork Reduction Act Notice, see page 1 of the separate instructions.

Form **990-EZ** (1995)

Part III Statement of Program Service Accomplishments (See instructions on page 13.)		Expenses (Required for 501(c)(3) and (4) organizations and 4947(a)(1) trusts; optional for others.)
What is the organization's primary exempt purpose? <u>Education</u>		
Describe what was achieved in carrying out the organization's exempt purposes. Fully describe the services provided, the number of persons benefited, or other relevant information for each program title.		
28	See Schedule	
	(Grants \$)	28a 18,940
29	Annual Conferene for Professional Development	
	(Grants \$)	29a 19,091
30	State and regional chapters and committees facilitate dissemination of professional information	
	(Grants \$)	30a 13,640
31	Other program services (attach schedule)	31a 218
32	Total program service expenses (add lines 28a through 31a)	32 51,889

Part IV List of Officers, Directors, Trustees, and Key Employees (List each one even if not compensated. See instructions on page 13.)				
(A) Name and address	(B) Title and average hours per week devoted to position	(C) Compensation (if not paid, enter -0-)	(D) Contr. to employee benefit plans and deferred compensation	(E) Expense account and other allowances
Patricia Mulcahy-Ernt Univ. of Bridgeport, Bridgeport, CT	President 15	0	0	0
Vince Orlando Metro State College, Denver, CO	Pres. Elect 10	0	0	0
Rosalind Lee Kwantlen Univ., Canada	Secretary 8-10	0	0	0
Sandra Evans College of the Mainland, TX City, TX	Treasurer 12	0	0	0

Part V Other Information (See instructions on pages 14-16.)		Yes	No
33	Did the org. engage in any activity not previously reported to the IRS? If "Yes," att. a detailed description of each activity		X
34	Were any changes made to the organizing or governing documents but not reported to the IRS? If "Yes," attach a conformed copy of the changes.		X
35	If the organization had income from business activities, such as those reported on lines 2, 6, and 7 (among others), but NOT reported on Form 990-T, attach a statement explaining your reason for not reporting the income on Form 990-T.		
a	During the year covered by this return, did the organization have unrelated business gross income of \$1,000 or more or incur liability for the section 6033(e) tax on lobbying and political expenditures?		X
b	If "Yes," has it filed a tax return on Form 990-T, Exempt Organization Business Income Tax Return, for this year?		X
36	Was there a liquidation, dissolution, termination, or substantial contraction during the year? (If "Yes," attach a stmt.)		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions. ▶ 37a 0		
b	Did the organization file Form 1120-POL, U.S. Income Tax Return for Certain Political Organizations, for this year?		X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee OR were any such loans made in a prior year and still unpaid at the start of the period covered by this return?		X
b	If "Yes," attach the schedule specified in the line 38 instr. & enter the amount involved ▶ 38b		
39	Section 501(c)(7) organizations. - Enter:		
a	Initiation fees and capital contributions included on line 9 ▶ 39a		
b	Gross receipts, included on line 9, for public use of club facilities ▶ 39b		
c	Does the club's governing instrument or any written policy statement provide for discrimination against any person because of race, color, or religion? (If "Yes," attach statement.) N/A		
40	List the states with which a copy of this return is filed. ▶		
41	The books are in care of ▶ Sandra Evans Telephone no. ▶ 409-938-1211 Located at ▶ College of the Mainland, Texas City ZIP code ▶ Texas		
42	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041, U.S. Inc. Tax Return for Ests. & Trusts. - Ck. here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ 42		

Please Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge. (See Specific Instructions, page 8.)	
	Signature of officer <i>Sandra Evans</i>	Date 10/17/96
Paid Preparer's Use Only	Preparer's signature <i>T. Mark...</i>	Date 10/08/96
	Firm's name (or yours if self-employed) and address Dickey, Rush & Co., P.C. 1199 Nasa Road One, Suite 200 Houston, TX	Check if self-employed <input type="checkbox"/> Preparer's social security no. EIN ▶ 76-0229852 ZIP code ▶ 77058

Rev, Exp, Bal Shts
10/08/96 10:16 am

College Reading and Learning Assoc.

FYE: 6/30/96

EIN: 95-3177158

2886

Page 1

Form 990-EZ, Part I, Line 1, Schedule of Contributors

Date	Name of Contributor		Address	Additional Information
	Cash Contribution	Non-Cash Contribution		
Contributions	\$ 420			
Scholarship	31			
	<u>\$ 451</u>	<u>\$ 0</u>		

Form 990-EZ, Part I, Line 8, Other Revenue

Description	Amount
Miscellaneous Income	\$ 261
	<u>\$ 261</u>

Form 990-EZ, Part I, Line 16, Other Expenses

Description	Amount
Conferences, meetings	\$ 19,091
Other Expenses	37,293
	<u>\$ 56,384</u>

Program, Questions
10/08/96 10:16 am

College Reading and Learning Assoc.

FYE: 6/30/96

EIN: 95-3177158

2886
Page 2

Form 990-EZ, Part III, Line 28, Statement of Program Service Accomplishments

The following publications are printed and distributed
to disseminate information:

The Journal of College and Reading and Learning
The Journal of Developmental Education
The CRLA Newsletter

Form 990-EZ, Part III, Line 31, Statement of Program Service Accomplishments

General Organizational Expenses

CRLA Board Meeting
OCTOBER 28, 1996
Albuquerque, NM
ATTACHMENT P
12 pages

The College Reading and Learning Assoc.

Financial Statements

For the Twelve Months Ended

June 30, 1996

Table of Contents

Accountants' Report	1
Statement of Assets, Liabilities, and Fund Balance	2
Statement of Revenues and Expenses and Fund Balance	3
Statement of Cash Flows	4
Notes to Financial Statements	5
Supplementary Information	7

DICKEY, RUSH & CO., P.C.
Certified Public Accountants

Douglas A. Dickey, C.P.A.

T. Mark Rush, C.P.A.

October 9, 1996

To the Board of Directors
The College Reading and Learning Assoc.
Texas City, TX 77590

We have compiled the accompanying statements of assets, liabilities, and equity - cash basis of The College Reading and Learning Assoc. (a non-profit corporation) as of June 30, 1996, and the related statements of revenues, expenses, and fund balance - cash basis and cash flows for the twelve months then ended, and the accompanying supplementary information contained in the supplementary schedules, which are presented only for supplementary analysis purposes, in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The financial statements have been prepared on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles.

A compilation is limited to presenting in the form of financial statements and supplementary schedules information that is the representation of the management. We have not audited or reviewed the accompanying financial statements and supplementary schedules and, accordingly, do not express an opinion or any other form of assurance on them.

Dickey, Rush & Co., P.C.

**The College Reading and Learning Assoc.
Statement of Assets, Liabilities, and Fund Balance
(Cash Basis)
June 30, 1996**

Assets

Current Assets:

Cash - Operating	\$ 61,982.74
Cash - Conference	21,283.20
Certificate of Deposit	<u>40,000.00</u>

Total Current Assets	<u>123,265.94</u>
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Total Assets	<u>\$ 123,265.94</u>
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Liabilities and Fund Balance

Fund Balance:

Unrestricted Fund Balance	<u>\$ 123,265.94</u>
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Total Fund Balance	<u>123,265.94</u>
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Total Liabilities and Fund Balance	<u>\$ 123,265.94</u>
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See Accompanying Notes and Accountants' Compilation Report.

**The College Reading and Learning Assoc.
Statement of Revenues, Expenses, and Fund Balances
(Cash Basis)
For the Year Ended June 30, 1996**

Consolidated

Revenues

Membership and SIG Fees	\$ 36,507.97
Symposium and Conference Fees	19,390.00
Contributions	451.00
Exhibitor Fees	3,000.00
Tutor Certification	4,115.00
Registry/Tutor	1,920.00
Interest	1,161.09
Miscellaneous	<u>261.27</u>

Total Revenues	66,806.33
-----------------------	------------------

Expenses

Executive Board	23,435.77
Publications	18,939.54
General Organizational Expenses	218.00
Committees and Special Interest Groups	8,741.07
State and Regions	4,898.26
Symposium and Conference Expenses	<u>19,090.75</u>

Total Expenses	<u>75,323.39</u>
-----------------------	-------------------------

Expenses over Revenues from Operations	(8,517.06)
---	-------------------

Fund Balance, Beginning of Year	<u>131,783.00</u>
--	--------------------------

Fund Balance, End of Year	<u><u>\$ 123,265.94</u></u>
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See Accompanying Notes and Accountants' Compilation Report.

**The College Reading and Learning Assoc.
Statement of Cash Flows
For the Period Ended June 30, 1996**

Cash flows from operating activities:

Membership Fees and Projects Collected	\$	65,645.24
Cash paid for projects and and operating activities		(75,323.39)
Investment Income		<u>1,161.09</u>
Net cash provided (used) by operating activities		(8,517.06)
Cash and cash equivalents at beginning of year		<u>131,783.00</u>
Cash and cash equivalents at end of year	\$	<u><u>123,265.94</u></u>

See Accompanying Notes and Accountants' Compilation Report.

The College Reading and Learning Assoc.
Notes to Financial Statements
June 30, 1996

NOTE 1 - ORGANIZATION

The College Reading and Learning Assoc. is a national nonprofit corporation organized in the state of New Mexico in 1967 to meet the problems and challenges which are unique in teaching and reading at the post-secondary level. The organization consists of a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college/adult level.

The goals of The College Reading and Learning Assoc. 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.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The organization's policy is to prepare its financial statements on the cash basis of accounting; consequently, certain revenues are recognized when received rather than when earned, and certain expenses and purchases of assets are recognized when cash is disbursed rather than when the obligation is incurred.

Property and Equipment

The organization does not carry any depreciable assets.

Federal Income Taxes

The organization was granted exemption from federal income tax under section 501(c)(6) of the Internal Revenue Code. As an exempt organization, The College Reading and Learning Assoc. must pay taxes only on "unrelated business income". There is no liability for the year ended June 30, 1996.

Cash Equivalents

The organization considers all highly liquid investments with a maturity of three months or less, when purchased, to be "cash equivalents".

The College Reading and Learning Assoc.
Notes to Financial Statements
June 30, 1996

NOTE 3 - NATURE OF FUNDS

There are no appropriated funds. The unappropriated fund consists of unrestricted amounts devoted to the on-going operations of the organization which includes awarding funds for scholarships and research at the discretion of the Board of Directors.

Supplementary Information

**Supplementary Schedule of Statement of Revenues
and Expenses
(Cash Basis)**

For the Year Ended June 30, 1996

Operating Fund

Revenues

Membership and SIG Fees	\$ 33,232.97
Interest	640.00
Contributions	420.00
Tutor Certification	4,115.00
Registry/Tutor	1,920.00
Miscellaneous	<u>136.44</u>

Total Revenues	40,464.41
-----------------------	------------------

Expenses

Board President	3,973.32
Board President Elect	251.28
Board Secretary	418.77
Board Treasurer	2,110.06
General Board Expenses	16,682.34
Newsletter	3,968.72
JCRL	14,970.82
General Organization Expenses	218.00
Awards & Fundraising	46.00
Archives	44.26
Nominations and Elections	559.73
Tutor Certification	4,974.93
Membership Coordinator	3,116.15
Coordinators	2,231.32
Directors	1,780.00
SIG Coordinator	78.67
SIG Leaders	<u>808.27</u>

Total Expenses	<u>56,232.64</u>
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Expenses over Revenues from Operations	<u><u>\$ (15,768.23)</u></u>
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The College Reading and Learning Assoc.
Supplementary Schedule of Statement of Revenues
and Expenses
(Cash Basis)
For the Year Ended June 30, 1996

Conference Fund

Revenues

Conference Fees	\$ 370.00
Interest Income	375.59
Miscellaneous	124.83
Exhibitor Fees	<u>3,000.00</u>

Total Revenues	3,870.42
----------------	----------

Expenses

Conference Mangement	1,199.35
General Conference Expenses	1,577.05
Site Selection	<u>149.82</u>

Total Expenses	<u>2,926.22</u>
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Revenues over Expenses from Operations	<u><u>\$ 944.20</u></u>
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The College Reading and Learning Assoc.
Supplementary Schedule of Statement of Revenues
and Expenses
(Cash Basis)
For the Year Ended June 30, 1996

Canadian Symposium

Revenues

Banquet	\$ 19,020.00
Membership	2,940.00
SIGS	335.00
Scholarship	31.00
Interest	<u>145.50</u>

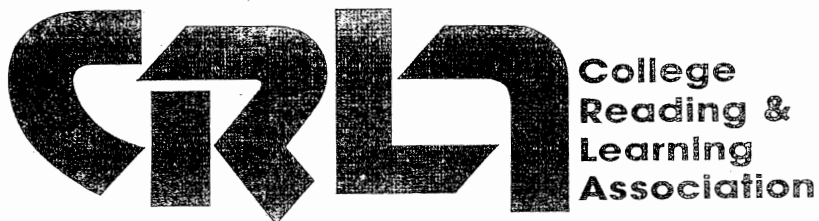
Total Revenues	22,471.50
-----------------------	------------------

Expenses

Chair	5,073.09
On-Site Manager	701.65
General Conference Expenses	2,968.86
Miscellaneous	1,463.41
Food Functions	<u>5,957.52</u>

Total Expenses	<u>16,164.53</u>
-----------------------	-------------------------

Revenues over Expenses from Operations	<u>\$ 6,306.97</u>
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Secretary's and Membership Coordinator's Report for 1995-1996

My goals upon becoming Secretary of CRLA were:

- to facilitate communication throughout the organization
- to increase the prominence of developmental mathematics within CRLA
- to expedite information flow from decisions made at Board meetings
- to take minutes.

Then the duties of membership coordination rained down on me in Tempe and priorities changed.

Activities carried out during the past year have included:

- maintaining the membership database
- issuing labels for SIG's, State/Regional Directors, Chapter Presidents, the Newsletter, the JCRL, Call to Conference, etc.
- filling orders for The Tutor Registry
- filling orders for The Tutor Training Handbook
- filling orders for the Glossary of Developmental Education Terms
- fulfilling requests for stationery, labels for Executive members, membership forms
- replenishing the stationery supply and updating the membership brochure
- answering general questions on all of the above

...and taking minutes.

In addition, I represented CRLA at the 1995 and the 1996 conferences of the Midwest College Learning Centers Association (MCLCA) as part of the Board's commitment to sustain a spirit of openness and collaboration amongst organizations of developmental educators. I also attended and gave a presentation at the conference of the Washington Chapter of CRLA in Spokane, WA in October, 1995 as a national Board member.

Three issues emerged for me during the past year-and-a-half.

1. Accuracy of database information

It is crucial that street and email addresses and phone numbers be accurate so members can be reached. Any CRLA officer who knows of a member's address change should inform me or whoever is in charge of membership so there is one consistent address per member. There were problems when outdated labels were used.

2. Timeliness of labels

When I began producing sets of labels at the beginning of this term of office, there was concern that mail service would be too slow. Consequently labels were shipped (e.g. using FEDEX). This proved unnecessary and a waste of money. Regular post is fine. Label requests are generally fulfilled within a day or two and mailed the next day, arriving within a week. Larger sets of labels (>800) are generated during the weekend following the request.

Requests should have a reasonable lead time. Someone who has items waiting to be mailed then calls for labels has learned the procedure backwards. Some officers supplied a schedule of their mailouts; this worked well.

3. Membership diversity

Our membership is spreading geographically. This increases postage and telephone costs even with regular use of email. CRLA is also spreading in terms of academic fields. Math, writing, tutoring, learning assistance, and reading all comprise the interests of our members. We have also begun supporting representation to a number of other associations and conferences, e.g. NTA, NADE, MCLCA, NCRDE plus the newly-formed American Council of Developmental Education Associations. All this has budget implications. Do we want to continue this growth in breadth? Should we consider increasing membership dues by a modest amount?

Looking at the bigger picture, I recommend we:

1. consider transferring some functions which involve money transactions to the Treasurer, e.g. orders for the Handbook, to expedite procedures.
2. continue looking for a professional mailing service that also provides clerical support to manage the database. This company would be able to provide a consistent mailing address for CRLA, know the in's and out's of the National Deliverability Index (NDI) for the U.S. postal system to ensure accurate Zip-plus-four codes, and handle our large quantity mailouts.

Respectfully submitted,



R. Lee,
Secretary/Membership Coordinator

October, 1996

**MCLCA BUSINESS MEETING
FRIDAY, OCTOBER 4, 1996
OMNI SEVERIN HOTEL
7:30 A.M.**

- I. Welcome and Update**
- II. President's Report -- Anna Hammond**
- III. Officers' Reports**

**Immediate Past President -- Rosanne Cook
Vice President -- Audrey Kirkwood
Treasurer -- Kathy Potter
Membership Secretary -- Susan Witkowski
Recording Secretary -- Paulette Church
Corresponding Secretary -- Shevawn Eaton
Professional Development -- Suzanne Swiderski**

OPEN FORUM

- I. Consideration by membership of:
MCLCA Home Page
MCLCA Discussion List/Listserv**
- II. Information about the developing MCLCA Mentoring Project**
- III. Consideration of the MCLCA Conference schedule
Can we avoid conflicts with other closely related associations?
Which conflicts should we most actively seek to avoid?**

MCLCA Board

Midwest College Learning Center Association

Annual Report 1995-1996

MCLCA 1996 ANNUAL REPORT

Anna Hammond, President

In this annual report I will present highlights of some of the activities and accomplishments of the 1995-1996 Board of Directors. Fuller discussion of the activities are included in each Board member's annual report.

Members of the 1995-1996 Board include Anna Hammond-President, Audrey Kirkwood-Vice President, Rosanne Cook-Immediate Past President, Kathy Potter-Treasurer, Susan Witkowski-Membership Secretary, Shevawn Eaton-Corresponding Secretary, Paulette Church-Recording Secretary, Suzanne Swiderski-Professional Development Chair and Laura Bauer-Newsletter Editor.

The MCLCA Board met September 29, 1995, at the Omni Orrington in Evanston, Illinois. Subsequent meetings were held at National-Louis University in Chicago, Illinois on December 1, 1995, February 2, 1996 and April 12, 1996. The June 29, 1996, and October 2, 1996, meetings were held at the Omni Severin Hotel in Indianapolis, Indiana.

PAST PRESIDENT'S COUNCIL

At the tenth annual conference, the past presidents were recognized for their contribution to MCLCA. In addition they were asked to develop a mentoring project under the leadership of the Immediate Past President, Rosanne Cook. The Council developed a proposal which is still in progress. We are pleased with the development of a survey, a brochure and other working plans that are under construction. The results indicate hard work concerning this project.

CHANGES IN BY-LAWS

The Board approved changes to MCLCA's By-Laws. These changes were reflected in Article IV, Sections 1 and 2, Article V, Sections 11 and 12, and Article VII, Section 6.

The changes required the addition of two new elected Board positions, Professional Development Officer and Communications Officer.

The Professional Development Officer will be elected for a two year

term and the Communications Officer for a one year term. The Communications Officer will have the responsibility to communicate information, deadlines and requests for action between the Board of Directors and the MCLCA Newsletter, the electronic communications and *The Learning Assistance Review*.

Article III, Section 6 was updated to reflect the \$40.00 dues for individuals which includes the journal subscription.

MCLCA DISCUSSION LIST ON INTERNET

A discussion regarding the MCLCA listserve was raised when Jan Bedard informed the Board that her university could no longer host it. The President of MCLCA asked Shevawn Eaton to investigate the possibilities of transferring the server to another University. After careful investigation, the Board approved leaving the list serve in limbo until another host was found. It was decided that other listserves were meeting our needs, and we would continue to use them. The Board appreciates the time and effort that Jan Benard devoted to maintaining the MCLCA Discussion List.

LIAISON RELATIONSHIPS

This year the Board voted to continue the liaison agreement with NADE and CRLA. The Board sent Corresponding Secretary, Shevawn Eaton, to the NADE Conference in Little Rock, Arkansas. MCLCA was well represented and had the opportunity to display materials with a table top exhibit that reflects the essence of the organization. The Immediate Past President will attend and present at the CRLA conference in Albuquerque, New Mexico as a part of the liaison agreement between our organizations.

NADE CONFERENCE ACDEA

Gene Beckett, President of NADE, hosted a meeting of presidents of organizations who serve students in college settings. The President of MCLCA was invited to attend the meeting of The American Council of Developmental Education Association (ACDEA). The organizations represented at ACDEA were the National Center for Developmental Education, National Association for Developmental Education, College Reading and Learning Association, National Council of Educational Opportunity Associations, College Reading Association-College Division and the National Tutoring Association. This group was called together by Jim Melko who was acting on behalf of Gene Beckett.

The purpose of this meeting was to propose the formation of a council to represent the interests of the organizations present at the meeting. It was agreed that a council be formed. A council was formed stipulating that membership should include representatives from the organizations of professionals who serve a defined group of students to whom we share a commitment.

The council projects will handle two types of issues: professional and political. Professional issues will be handled at the council meetings if possible, or in a bimonthly publication. Political issues which need expedient response time should be addressed through telephone calls or E-mail to the members. The issues that do not need immediate attention will be addressed by letter. The next meeting will be at the Fall Conference of CRLA in Albuquerque, New Mexico. The Spring meeting will be held in March 1997 at the NADE Conference in Denver, Colorado.

As President of MCLCA, I strongly recommend our organization's continued participation, but we must strive to keep our own identity as an individual organization of learning center professionals. Participation will offer MCLCA the opportunity to have a collective political voice as well as national visibility.

PROFESSIONAL DEVELOPMENT GIFT

A gift of two thousand dollars was awarded to MCLCA for the purpose of professional development. MCLCA wishes to thank the donors Dr. Martha Casazza and Dr. Sharon Silverman for this generous gift. They both agreed that MCLCA was a perfect benefactor for this gift since many of the individuals who participated in the symposia which generated these funds were MCLCA members.

MCLCA JOURNAL

We are pleased that the publication of our journal, *The Learning Assistance Review* has given MCLCA national as well as international exposure. Our co-editors have chosen a prominent editorial board who are leaders in their respective disciplines from across the United States and abroad. Both Dr. Martha Casazza and Dr. Karen Quinn have done an outstanding job of producing an excellent publication

MCLCA Board approved \$500.00 seed money for the expense of the journal publication for advertising and mailing. The Board also approved that the co-editors receive a \$500.00 stipend for each

issue of the journal. It was approved that this amount of money be allotted as a new line item to the journal budget for consulting fees for the two editors for the 1996 budget year.

The journal has been widely advertised in numerous professional journals, as well on the LRNASST listserve. The editors have received many letters and E-mails of congratulation.

Hunter Boylan, Director of the National Center of Developmental Education, in his letter stated, "Congratulations! The inaugural issue of *The Learning Assistance Review* was a real winner. You and your colleagues did a great job on this issue. I wish you success in maintaining the high standards you have set so far with your publication."

Martha Maxwell said that "*The Learning Assistance Review* articles were timely and the journal is a worthy addition to the publications in the field."

Associate Professor Carolyn Webb, University of Western Sydney Hawkesbury in Richmond, Australia stated, "It looks excellent and I am sure Australian readers will find as much of value within these pages as I have." She is promoting the journal in Australia.

Brad Hughes, Director of the Writing Center at the University of Wisconsin commented, "Congratulations on the first issue of *The Learning Assistance Review*! I very much like the mix of research, report, opinion, and reviews in the journal. As somebody who envisioned such a publication a long time ago, I'm pleased to have MCLCA's journal see the light of day. Our field needs a good new publication like this."

Look for the next journal in November. Please join the Board in congratulating our journal editors for their excellent work and their persistence in producing a journal that has both made a significant contribution to the field of Education and given MCLCA world wide exposure.

MCLCA NEWSLETTER

In addition to all of these wonderful accomplishments, MCLCA published two newsletters, thanks to its editor, Laura Bauer of National-Louis University.

PROFESSIONAL DEVELOPMENT COMMITTEE

Suzanne Swiderski set five goals for herself this year and did an outstanding job of completing them. I'd like to share one that I think deserves our attention. She has successfully involved a diverse group of new(er) members from various institutions on her committee. This accomplishment agrees with the overall goal of the Board this year to involve members in the work of the organization.

CORRESPONDING SECRETARY

Shevawn Eaton, as the Board's liaison to the 1996 MCLCA Conference Committee this year, communicated information and requests to and from the Board. This position served as a wonderful way to give the conference committee the support from the Board. Shevawn took the leadership in having a display board designed by her University for MCLCA. Thanks to her persistence, MCLCA has a traveling display ready to accompany us to conferences.

MEMBERSHIP SECRETARY

Susan Witkowski has given support to the journal editors and is handling all memberships and subscriptions to the journal. She has updated the membership list and has been elected to office for another two years. I appreciate her enthusiasm and dedication to MCLCA.

RECORDING SECRETARY

Paulette Church has served the Board well this year by taking accurate minutes and mailing the minutes in a timely fashion for each meeting. Her dedication in traveling a great distance to meetings is greatly appreciated by the Board.

TREASURER

The Board appreciates Kathy Potter's dedication to her office and to the membership. She has kept accurate accounting of all of the monies of MCLCA. The Board is grateful to have had such a skilled professional as their treasurer. With directive from the Board Kathy has made provisions to hire a professional tax preparer for our 1995 tax returns.

IMMEDIATE PAST PRESIDENT

Rosanne Cook has worked very hard this year with the Past Presidents Council, a permanent standing committee of the MCLCA. Members of the council include all past presidents. The council was charged by the Board to establish a mentoring project. The mentoring project is still in the development process. Rosanne also chaired the nominations committee and reported the following results to the Board.

According to Rosanne Cook, 56 ballots were counted as members voting in the election as opposed to 20 voting in the last two or three years' elections. The results of the election are: Luanne Momenie-Vice President 1996-1997, Susan Witkowski-Membership Chair 1996-1998, Judith Cohen-Professional Development Chair 1996-1998, Kim Fath-Treasurer 1996-1998, Kim Folstein-Communications Chair 1996-1997,

Many thanks to the Board and all of you for a wonderful year as your President. I wish Audrey Kirkwood the best, and she has my support as the new President of MCLCA 1996-1997.

PAST PRESIDENT'S REPORT
SEPTEMBER 30, 1996
ROSANNE COOK

NOMINATIONS

The Nominations Committee included Paulette Church, Susan Witkowski, and myself. We contacted a number of people in order to develop a slate of officers including candidates for two new Board positions: Professional Development Chair (previously appointed) and Communications Chair. Ballots were mailed in late July with a return of September 1. Fifty-nine people returned ballots and the new officers elected were Luanne Momenie, Vice President; Susan Witkowski, Membership; Kim Fath, Treasurer; Judith Cohen, Professional Development; and Kim Folstein, Communications. The Committee would like to express its appreciation to Randy Skeete, Mylissa Burnett, and Diane Cornilson for accepting a place on the slate, and to Shevwan Eaton for her invaluable assistance in preparing and mailing the ballots.

The Past President's Council met four times by means of teleconference in order to develop a proposal for a Mentoring Program for new and expanding learning centers. This idea had been discussed by the previous Board and the Past Presidents Council had been asked to make it their project by Anna Hammond. The Council developed a model for Mentoring which would offer the support of a Mentor for telephone consultations, site visits, and a follow-up report to the Center and to the MCLCA Board. The Council developed an extensive questionnaire for the Mentors and an application form for the learning center in order to facilitate careful matching of the Mentor and the learning center. The Council proposed that expenses for Mentoring be shared by MCLCA and by the learning center, and that the project be implemented in its first year by using the Past Presidents as Mentors.

MCLCA Eleventh Conference Chair Annual Report

The Vice President's major responsibility is planning and coordinating the annual conference. The planning process of the conference committee will be briefly described.

The location for the Eleventh Annual Conference, the Omni Severin was chosen by Susan Smith and Audrey Kirkwood, who co-chaired this conference. Various hotels in Indianapolis were visited and considered. The Omni Severin was chosen because of its size and downtown location. Contract negotiations with the hotel began in November and were finalized in December.

The theme, Circles of Learning, was chosen in December. The pre conference speakers, the Spanns, were selected in December and the keynote speakers, Dr. Martha Casazza and Dr. Sharon Silverman were finalized in January.

The call for Proposals were mailed to 11,000 in February. The Conference brochure was mailed in June and a second mailing in August.

The MCLCA board approved an order of fifty texts, Learning Assistance and Developmental Education by Casazza and Silverman to be sold at the conference for \$25 (a 25% discount from the list price of \$32.95)

The entire conference planning committee met in May. The co-chair, program chair, registration chair and hospitality chair met again in June, July, and August.

The following are the committee members and proposal readers:

Committee Members: Julia Bickel, Melissa Burnett, Lisa D'Adamo-Weinstein, Sharon Huffman, Kimberly Fath, Carol Lyon, Luanne Momenee, Susan Smith, Mary Lou Stradtman, and Kathy Thayer.

Proposal Readers: Shevawn Eaton, Carol Lyon, Michelle Meison, Rubin Remich, Susan Smith, Randy Skeete, Susan Swiderski, and Pat Touchett.

Committee Goals were:

1. To prepare a workable budget for the 1996 conference.
2. To invite professionals from across different learning communities to participate.
3. To prepare a pre-conference.
4. To hold the conference in early October in Indianapolis in a small hotel with less than \$110 a night room rate.
5. To develop and distribute the call for proposals at the NADE conference in February.
6. To develop a time line for conference preparation.

7. To develop access to a variety of publisher exhibits.
8. To review / evaluate / select the proposals.
9. To schedule the presentations / notify the presenters
10. To organize the program.
11. To offer on-site visits to Learning Centers.
12. To convey accurate, thorough information in the brochures.
13. To plan meals for the conference- (2 breakfast, one lunch, and one dinner) included with the registration fee.
14. To obtain advertising space in journals and learning publications.
15. To showcase two of MCLCA's own as keynote speakers.
16. To offer a free drawing for door prizes.
17. To run a smooth registration process.
18. To convey a welcoming and hospitable atmosphere for the entire conference.

A. Conference Co-Chair Report

by: Susan L. Smith

Call for proposals

Offered ideas and proofed final draft of mailing. Accepted proposal from potential conference presenters. Contacted readers and developed proposal review sheet. All conference proposals were read by at least three readers. Collated evaluation results and sent letters to presenters and alternates.

Hotel

Worked with Audrey in contacting the hotel and making arrangements regarding: (1) Meeting room assignments and set up, (2) banquet and food service, and (3) general services. Helped to renegotiate hotel contract.

Conference Meetings

Attended all planning and met with representatives from IUPUI regarding on site visit for conference participants.

Supplies

Purchased needed conference supplies ranging from folders to ribbons. Sought donations for conference from vendors including Indianapolis Motor Speedway, Rose-Hulman, etc. Designed conference evaluation forms. Overall and individual session evaluation forms were printed at Rose-Hulman.

Misc.

Made follow-up phone calls to conference presenters and potential attenders.

B. Program Co-Chair Report

by Gideon Weinstein and Lisa D'Adamo-Weinstein

Susan Smith handled the acceptance and evaluation of the proposals with the help of reviewers. After collecting and scoring them, she gave the 37 proposals and applications to us: 31 accepted proposals, 5 alternates, and 1 late entry which we accepted. Susan Smith sent the letters informing the contact presenters of their status, and had them return a Presenter Confirmation Letter to us, indicating whether or not they planned on presenting. A total of 10 presentations were canceled: 4 presentations in the initial mailings; 4 over the next several months; 2 about two weeks before the conference.

Reasons given for DECLINING were

- 3 budget cuts, no funding at all
- 1 limited budget, went to League of Innovation conference instead
- 1 got sabbatical leave and will be out of the country
- 1 no reason given
- 2 unknown to us - contacted another committee member -late drops
- 2 our own "backup" presentation proposals we decided not to do

This left us with 22 presentations

We also have 11 other presentations that were suggested by the MCLCA Council and by previous conference traditions:

- 4 Special Interest Groups
- 2 followup conversations with the keynote speakers
- Professional Development Committee
- Professional Development Grant
- Learning Assistance Review
- CRLA Liason
- Past Presidents Council

We also arranged for 4 more presentations from various sources:

3 generated by our personal contacts and friends

1 invited to repeat last years' most highly rated presentation

(Scored 3.96 out of 4.00, presenters were both already coming to the conference this year, so they were happy to oblige)

This gives us a total of 37 presentations.

We have time slots for 38 presentations, so we are arranging a replacement for one of the late drops, which we will announce in the conference newsletter.

C. Hospitality Committee Report

by Julia Bickel

Checked with the hotel for various services provided.

Published a daily newsletter during the conference of conference highlights, last-minute changes, entertainment plans, etc.

Planned a walking exercise for those interested.

Provided brochures of downtown Indianapolis attractions.

Worked with Registration Committee Chair concerning the Registration Table.

Provided items for the Registration table-Newsletter each morning, a message board, sign-up sheets for committee volunteers. Also provided own help and other persons to man the registration table.

(Another conference committee member arranged and planned entertainment packages.)

D. Conference Exhibitors

Mylissa Burnett and Sharon Hoffman

Letters were sent to many publishers including local publishers. Arrangements were made for seven paid exhibitors and four free spaces for organizations. There is one paid advertisement in the Program brochure.

E. Professional Development Committee

Under the leadership of Suzanne Swiderski, the Professional Development Committee worked diligently to plan several session presentations including the 4 SIG groups and their own presentation. This committee also provided the moderators for the concurrent sessions.

F. Conference Registration Committee

This committee was chaired by Luanne Momenec. Luanne set up an excellent database and one week prior to the conference, participants were sent a confirmation letter. Maps and an entertainment option was further explained. People from the following states have registered for the conference:

- Georgia 2
- Illinois 15
- Indiana 35
- Iowa 6
- Kansas 2
- Kentucky 1
- Massachusetts 1
- Michigan 8
- Minnesota 1
- Missouri 3
- Nebraska 1
- New Hampshire 1
- New Mexico 1
- North Carolina 1
- Ohio 4
- Tennessee 1
- Texas 1
- Wisconsin 9

Midwest College Learning Center Association

Annual Report -- Professional Development Committee

Submitted by Suzanne M. Swiderski, Chair
September 1996

- **Goal:** Include a diverse group of new(er) members from various institutions on committee
- **Accomplishment:** Members of committee included
 - * Suzanne M. Swiderski, Loras College (Iowa)
 - * Bob Carlson, St. Olaf College (Minnesota)
 - * Lisa G. Kerr, Loyola University Chicago (Illinois)
 - * Michelle Miesen, Milwaukee Area Technical College (Wisconsin)
 - * Robin Remich, Oakton Community College (Illinois)
- **Recommendation:** Continue to involve members representing entire geographical region

- **Goal:** Assist Vice-President in planning for annual conference by forwarding names of committee members to serve as proposal reviewers and by providing other help as requested
- **Accomplishment:** Assisted Vice-President by
 - * reviewing proposals
 - * coordinating session moderators
 - * proofreading parts of program booklet
- **Recommendation:** Create a timeline for completing tasks so committee is apprised of and can plan for deadlines in advance

- **Goal:** Update *Annotated Bibliography for Tutor Training* and present materials at annual conference
- **Accomplishment:** Created, published and distributed *Tutor Training: An Annotated Bibliography of Theories, Principles, and Practices from 1989-1996*, and made a presentation, titled "Research on Tutor Training: Theory, Principles, Practice," at annual conference
- **Recommendation:** Continue with this type of research activity

- **Goal:** Award the Professional Development Grant
- **Accomplishment:** Mailed proposal guidelines to all members, as well as others indicating interest; received four (4) proposals; selected two (2) recipients
 - * Gail D. Dantzker, "Formal and Informal Structures in Learning Assistance Organizations: Testing New Theory and Findings"
 - * Kathleen D. Thayer and Janet D. Proctor, "A Formal Evaluation of the Immediate and Long-Term Effectiveness of a Paired-Course Format for Teaching Study Skills and Introductory Psychology"
- **Recommendation:** Discuss with committee members, prior to reading/reviewing submissions, the criteria (currently unwritten and uncoded) for a project deserving of grant

- **Goal:** Assist with continuance of Special Interest Groups by offering assistance, to SIG chairs, in maintaining communication with group members
- **Accomplishment:** Revised role of SIG groups, as well as process by which members become SIG chairs, ceding more responsibility to SIG group members
 - * facilitated SIG group meetings at annual conference
 - * distributed list of suggestions for maintaining contact among SIG group members
- **Recommendation:** Continue to re-examine the role of and need for SIG groups, both at annual conferences and between conferences

- **Other Responsibilities:** Liaison with Editors of *The Learning Assistance Review* and *The MCLCA Newsletter*

**MCLCA Corresponding Secretary
Annual Activity Report
October 1995-1996
Submitted by Shevawn Eaton**

After completion of the 1995 Annual Conference, a number of activities have been undertaken:

Official Correspondence for MCLCA

- ▶ Awards from 1995 Annual Conference were sent to Past Presidents
- ▶ Cards, thank you notes and other correspondence were sent out at the President and Past President's request.

MCLCA Publications

- ▶ Upon receipt of the MCLCA Publications stock after the 1995 Conference, an inventory was done and presented to the Board in December. The Board took action to reduce back stock of old publications at the 1996 Conference.
- ▶ The order form for publications was revised and updated to reflect lower prices for older publications. New covers were designed for some of the publications and they were bound for display purposes. Order forms were made available at the 1996 NADE Conference.
- ▶ Over the course of the year, 6 orders for various publications were filled for a total of \$126.00.

MCLCA List serve

- ▶ A discussion regarding the MCLCA List serve was raised when Jan Bedard informed us that her university could no longer host it. The corresponding secretary investigated the issues involved in transferring the List serve to another location. The Board decided in April that the List serve would remain in "limbo" indefinitely, or until a volunteer host was found.

MCLCA Display Board

- ▶ The MCLCA Display Board was designed and created by Northern Illinois University Publications Office. A case for the board was purchased and it is ready to go to any conference and is transportable by plane or shipping. The board made its debut at the NADE Annual Conference in February 1996 when the Corresponding Secretary went there as the MCLCA representative.

MCLCA Archives and Records

- ▶ After receipt of the archives and records for the organization after the 1995 Conference, an inventory was done and the archives were reorganized. Past year's minutes were put into binders. A request was made to the Board that copies of all future correspondence for the Organization, including the Journal, the Newsletter, etc. be sent automatically to the Corresponding Secretary for Archival purposes.

MCLCA 1996 Conference Committee

- ▶ A detailed report from the 1995 Conference Program was written and disseminated to the 1996 Conference Program Chair, the 1996 Conference Chair and the President.
- ▶ The Corresponding Secretary served as the Board liaison to the 1996 Conference Committee, communicating information and requests to and from the Board to the Committee. Assistance to the current Program Chair was also provided.

Maintenance of Names and Addresses

- ▶ Currently, a list is being generated of publishers, professional organizations, journals, etc. that pertain to the learning assistance field.

CRLA MEMBERSHIP RESOURCE FORM

Date _____

CRLA can be effective only with the support of its members. If you are interested in serving in one or more ways, please indicate the area(s) below and mail the form to: Robin Bischof Membership Coordinator, Chemeketa Community College Developmental Education Dept PO Box 14007 Salem, Oregon 97309

Name _____

Title/Position _____

Mailing Address _____

E-Mail Address (BitNet, Internet, etc) _____

Institution _____

_____ 2-Year _____ 4-Year

_____ Public _____ Private

Other: _____

Work Phone (____) _____

Home Phone (____) _____

Fax (____) _____

CRLA Board Meeting
OCTOBER 28, 1999
Albuquerque, NM
ATTACHMENT 5
1 page

Please check the space next to your interest area(s). If you feel you may be interested, but you need more information, place a question mark in the appropriate space.

I. ASSOCIATION OFFICES/COMMITTEES/ POSITIONS

A. Candidate for National Office

- _____ President-Elect
- _____ Treasurer
- _____ Secretary

B. Committees/Positions

- _____ Archives
- _____ Awards/Scholarships
- _____ By-Laws
- _____ Council for Advancement of Standards
- _____ International Tutor Certification Program
- _____ Membership Coordinator
- _____ Parliamentarian
- _____ Political Action
- _____ Host Future Annual Conference
- _____ Host State/Province Meeting
- _____ State/Province/Regional Director
- _____ Special Interest Group Leader
- _____ Special Interest Group Coordinator

II. CONFERENCE COMMITTEES/ACTIVITIES

- _____ Lunch with Mentor Coordinator
- _____ Coordinate Session Chairpersons
- _____ Coordinate Newcomers' Functions
- _____ Evaluations Chair
- _____ On-Site Volunteer
- _____ Program Committee Member
- _____ Publisher's Exhibits
- _____ Session Chair
- _____ Other (please specify) _____

III. MEMBERSHIP IN OTHER ORGANIZATIONS

- 1) _____ Position _____
- 2) _____ Position _____
- 3) _____ Position _____

Would you be willing to be a CRLA liaison to any of these organizations? Yes/No

If yes, 1 2 3 (please circle)

Interested in coordinating Professional Association Liaison Committee? Yes/No

IV. AREAS OF EXPERTISE/AREAS OF INTEREST

(check all that apply)

- _____ Cognitive Psychology
- _____ College Reading
- _____ Computer Technology
- _____ Counseling/Guidance Support
- _____ Critical Thinking/Problem Solving
- _____ Developmental/Basic Writing
- _____ Emotional/Motivational Aspects of Learning
- _____ English as a Foreign/Second Language
- _____ Evaluation/Research
- _____ Hypercard
- _____ Learning Assistance Center Management
- _____ Learning Disabilities
- _____ Liberal Arts Universities/Colleges
- _____ Mathematics Tutorial Programs
- _____ Multicultural Issues
- _____ Peer Tutoring
- _____ Teaching Excellence
- _____ TRIO
- _____ Whole Language
- _____ Workplace Literacy
- _____ Other _____

V. PUBLICATIONS

Journal of College Reading and Learning:

- _____ Editorial Board
- _____ Contribute Article

Newsletter:

- _____ Contribute Article
- _____ Assistant Editor

VI. CONTRIBUTIONS

Do you have any special talents or resources that might benefit CRLA (marketing, graphics, computer expertise, telephone allowance, printing, etc.)?

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Tuesday, October 29, 1996

Albuquerque, New Mexico

SUMMARY OF MINUTES

Hyatt Regency Hotel

Boardroom North

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*; Roz Bethke, *Newsletter Editor*; Pat Jonason, *SIG Coordinator*.

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

1. SIG Coordinator's Report

Pat Jonason presented her report. There are 17 SIG's, with Hypercard merging with Computer Technology. All the SIG's have leaders with 7-9 of them being new. Patti Dozen has indicated an interest in being SIG Coordinator. Pat J noted how SIG involvement has shifted from members exchanging ideas to simply expecting to receive a newsletter from the SIG leader. We must encourage more active participation from the members.

Pat J is planning to produce a SIG Coordinator Handbook.

The Board commended her for her excellent work.

2. Budget Discussion

The 1995 financial statements show a deficit because it records only the Kananaskis Symposium and not a full conference budget. The Board discussed raising membership dues and/or conference fees.

The budget approval process will begin in late February, the only time before July 1 that the Board will meet in person again. CRLA leaders must be made aware of the timeline for budget submissions.

JoAnn Mullen joined the meeting at 11:05 a.m.

3. Awards and Scholarship Committee Report

A report was submitted by Valerie Smith Stephens.

4. By-Laws Chair Report

A report was submitted by Donna Wood.

5. CAS and Standards Committee Report

Martha Maxwell's report highlighted the draft document for standards for learning assistance programs. The next CAS meeting will be December 13-14, 1996 in Washington, D.C. One of the topics will be certification of learning assistance personnel. While the board supports standards for learning assistance programs, there are many questions and concerns regarding certification of practitioners. CRLA will be sending a representative to this meeting.

6. Standards Task Force Report

Patricia Mulcahy-Ernt reported on the work this group has done with respect to the draft standards developed by the International Reading Association and the National Council of Teachers of English.

7. Elections Committee Report

JoAnn Mullen, chair, reported a slightly higher rate of return of ballots for the 1996 election. She noted the blue paper was chosen for the ballots so they could not be photocopied. The 1996-1997 election committee members are **Jan Swinton, Dave Caverly, Frank Torres, Pat Jonason, and Pat Mulcahy-Ernt.**

8. International Tutor Certification Program (ITCP) Report

Robin Melton was approved to be co-chair of the ITCP with Gladys Shaw. They submitted the 1996 report for the ITCP. The Board recognizes the significance of this program to the field of learning assistance and the hard work of those involved in program certification. The Board recommended that tutor program evaluators continue to be drawn from CRLA members and sessions on certification be presented at a wide range of conferences.

The meeting adjourned for lunch at 12:15 p.m. and re-convened at 1:45 p.m.

9. Learning Assistance Task Force Report

The Board supports this draft document and commends the task force for its work in producing such a comprehensive report. **It was moved the paper be adopted as a CRLA document and that it be edited and prepared for publication.**

10. Report from the Newsletter Editor

Roz Bethke submitted a report highlighting the support of her school. She has developed an editorial board for the *Newsletter*.

To get feedback from those at the conference, Roz has set up a box at the registration area. She will also distribute "comment sheets" so folks can make brief comments about the conference which she can publish in the next issue.

She was commended for the excellent job she is doing on the *Newsletter*.

11. JCRL Report

A report was submitted by JoAnn Carter-Wells, the former editor. She had established new goals for the journal; the new editor, Jim Bell, may revise these and develop his own goals to be presented to the Board. The Board was concerned that three journals had been published from 1993 to this date instead of the expected seven.

(The acceptance of this report does not necessarily reflect Board agreement with this report.)

12. PAL's Report

Becky Johnen is the new PAL's coordinator.

13. Site Selection Report

Susan Deese-Roberts submitted a report. The Board supports her recommendations, particularly to work towards a 5-year plan for upcoming conferences.

14. Political Action Committee

There are presently no members and no chair for this committee.

15. Miscellaneous

The Board discussed the committee infrastructure of CRLA.

It was moved that the Board accept the reports presented on this day. The meeting adjourned at 5:15 p.m.

The minutes of this meeting were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Tuesday, October 29, 1996
Albuquerque, New Mexico
MINUTES

Hyatt Regency Hotel

Boardroom North

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*; Roz Bethke, *Newsletter Editor*; Pat Jonason, *SIG Coordinator*.

Patricia M-E called the meeting to order at 9:00 a.m.

NB: The previously approved agenda for this day's meeting is Attachment A to these minutes.

1. ***SIG Coordinator's Report***
(Attachments B, C, D)

Pat Jonason presented her annual report. All the Special Interest Groups have leaders, and 7-9 of them are new. The Hypercard SIG has merged with the Computer Technology SIG. Patti Dozen will work with Pat J to co-coordinate the Special Interest Groups.

Though there are SIG sponsored events at this conference, Pat J will encourage the leaders to have their SIG's be even more active during the Sacramento conference.

SIG member involvement

She noted that SIG involvement has, over the years, shifted from being a vehicle for post-conference interchange to mini-newsletters. Members are contributing less and simply want to receive a mailing. We must encourage the general membership to participate more. Another issue for Pat J has been lack of communication about Board meetings.

SIG leader duties

Pat J raised questions about how moving the annual conference to the fall would affect SIG leaders' duties, particularly when a new leader would begin. Pat is planning to make adjustments to the job description, and to produce a SIG Coordinator handbook.

The Board commended Pat J for her excellent work.

2. Budget Discussion

Vince was concerned that our 1995 financial statements showed an \$8000 deficit. He reminded us to always be prudent with expenses and suggested we consider trimming budget accounts more.

Sandra reiterated that the 1995 tax return contained no conference revenue nor expenses, only the Kananaskis Symposium budget, where we broke even.

The Board discussed raising membership dues and/or conference fees. Kathy informed us that membership fees had not been raised since 1990.

1997-1998 Budget Approval

Our new budget year begins July 1. Since the only face-to-face Board meeting prior to that date will occur in late February, we will begin budget approval then. CRLA leaders must be made aware of this so they can plan their budget requests. Sylvia recommended drawing up a timeline back from July 1 and publicizing it for this purpose.

JoAnn Mullen joined the meeting at 11:05 a.m.

3. Awards and Scholarship Committee Report (Attachment E)

Valerie Smith Stephens submitted an annual report for this committee.

4. By-Laws Chair Report (Attachment F)

Donna Wood, chair, submitted a report for 1996. The by-laws appear to be accurate with respect to the conference date change from spring to fall, but the question has been raised as to whether the changes were duly passed through a membership vote.

5. CAS and Standards Committee Reports (Attachments G, H)

Martha Maxwell submitted a report of the activities carried out in preparing the draft document for standards for learning assistance programs. Pat submitted a copy of the "Statement of Ethics and General Guidelines for Learning Assistance Programs" authored by the New York College Learning Skills Association as an example of how valuable these types of documents are to the profession.

The next CAS meeting will be December 13-14, 1996 in Washington, D.C. One of the agenda items is certification of learning assistance personnel. Representatives of NADE and the National Center for Developmental Education will be there; CRLA should also be represented. We do not advocate this certification.

**6. CRLA Standards Task Force
(Attachments I, J)**

Pat submitted a report outlining the work of this group in responding to the draft standards developed by the International Reading Association and the National Council of Teachers of English. She also distributed a manuscript she had written: "National standards for the English language arts: Extending the conversation for college students."

**7. Elections Committee Report
(Attachment K)**

JoAnn Mullen, chair, submitted a report for 1995-1996. She reported a slightly higher rate of ballot returning the past year, possibly due to the use of a fold-over, self-addressed ballot. She also noted that the blue paper used for ballots could not be duplicated.

The election committee members for 1996-1997 are Jan Swinton, Frank Torres, Dave Caverly, Pat Jonason, and Pat Mulcahy-Ernt.

**8. International Tutor Certification
Program (ITCP) (Attachments L, M,
N, O, P, Q)**

Robin Melton was approved as co-chair of the ITCP through an earlier telephone vote.

Gladys Shaw and Robin Melton submitted the 1996 report for the ITCP. The Board recognizes the significance of this program to the field, and the hard work of many people involved in program certification.

The Board made two recommendations to the goals: that tutor program evaluators be CRLA members and that sessions on certification be presented at a wider range of conferences than those listed when possible.

The meeting adjourned for lunch at 12:15 p.m. and re-convened at 1:45 p.m.

**9. Learning Assistance Committee Task
Force Report (see June 14, 1996
minutes)**

The Board supports this document and the recommendation of the task force that it be prepared for publication and consequent sale by CRLA. Pat M-E will approach various people to carry on with this project.

The Board commended the task force for their work in producing such a comprehensive paper.

Vince moved that we adopt this document and seek to have someone edit and prepare it for publication. Seconded by Sandra. PASSED.

**10. Report from the Newsletter Editor
(Attachment R, S)**

Roz Bethke was commended for the excellent job she is doing on the *Newsletter*.

Her report highlights the extent Johnson County Community College (JCCC) has supported production costs. Pat M-E and Vince will each prepare a letter to the president of JCCC.

**Editorial Board and feedback for the
Newsletter**

Roz has an editorial board for the *Newsletter*. The members will help vet language so it will be politically correct and issue-sensitive. The CaRLA column is an example of what may be considered controversial. Roz has planned to set up a box in the registration area asking for feedback from the readers.

Roz distributed the submission deadlines for each of the 1997 issues.

Pat re-iterated the dual importance of the *Newsletter*, first as the internal vehicle for members to stay in touch and second, as a marketing tool to those not in CRLA.

11. JCRL Report (Attachment T)

There were serious concerns that the journal has not been published in a timely manner. During the period from 1993 to October 29, 1996, there have been three journals published instead of the expected seven.

The Board affirms that the number one objective of the journal editor is the timely publication of two high quality journals per year.

JoAnn Carter-Wells had established new goals for the journal; the new editor may revise these and develop his own goals to be presented to the Board.

The acceptance of this report does not necessarily reflect Board agreement with this report.

12. PAL's Report (Attachment U)

Becky Johnen will be the new PAL's coordinator. Gladys Shaw is preparing a resource directory of speakers and may bring this to the conference.

13. Miscellaneous

There was a general discussion on the procedure for selecting committee members and their length of service. One particular issue has been: how are people replaced? Is there a procedure? This will be discussed at the Leadership workshop.

The Communications Task Force has meetings scheduled throughout the conference.

14. Site Selection (Attachment V)

Susan Deese-Roberts submitted her report. The Board agrees in general with her recommendations and particularly to work towards a 5-year plan for upcoming conferences.

15. Political Action Committee

This committee currently has no chair and no members. The Board debated the significance of this committee and the type of work it could do. One problem is that states have different legislation and "working together" would not be beneficial; however, the committee could act as a resource bank and gather state information or it could disseminate news from Washington DC through the state leaders.

This will be another topic to confer with the state leaders about at the Leadership Workshop.

Pat M-E brought a sample letter used by another organization for individual institutions to mail to the federal government.

Vince moved that the Board accept the reports presented on this day. Seconded by Sandra. PASSED.
--

Rosalind moved adjournment of the meeting at 5:15 p.m.

These minutes were approved December 9, 1996.

CRLA Board Meeting

OCTOBER 28, 1996

Albuquerque, NM

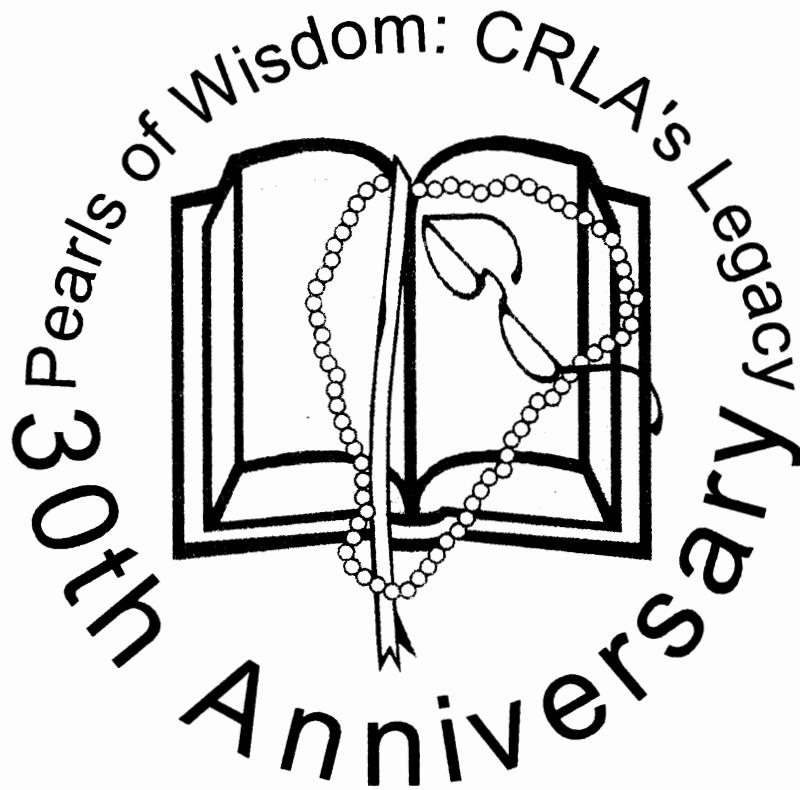
ATTACHMENT T

~~page~~ 1 brochure



*Colleges
Reading &
Learning
Association*

30th Annual Conference
October 21-25, 1997



Call for Papers

Deadline for Proposals: February 28, 1997

For Information Contact:

Pat Jonason or Nancy Krause

Johnson Community College

12345 College Boulevard

Overland Park, Kansas 66210

913.469.8500 Ext. 3351

PJonason @jccnet.johncc.cc.ks.us

**College Reading & Learning Association
1997 Conference Presentation Proposal
October 21-25, 1997, Sacramento, California**

1. **Type of presentation:** (All Proposals due February 28, 1997)

☐ 3-hour Institute
☐ 1-hour Session
☐ 10-15 minute GIFT exchange (repeated four times during the hour)

2. **Title:** _____

3. **Program Description:** Please limit your topic to 50 words. (If the institute or session 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 or institute; see the conference program information page for a listing of topics.)

☐ Area I: Instructional Theory and 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 limited 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 for viewing during the conference.

7. **Proposal Checklist:**

☐ Five (5) copies of this proposal page, your summary, and accompanying handouts
☐ Two (2) self-addressed stamped envelopes

8. **Presenter Information:** (Please attach additional names and addresses on a separate sheet.)

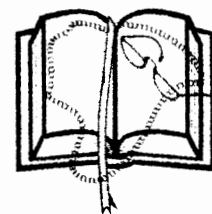
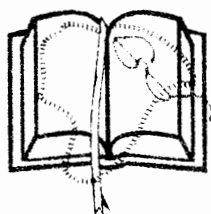
Name _____
Institution: _____
Mailing Address: _____
City, State, Zip Code: _____
Mail will be sent to: (check one) Work Address ☐ Home Address ☐
Work Phone Number: _____ Fax: _____
Home Phone Number: _____ E-mail _____

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:** Pat Jonason or Nancy Krause, Johnson Community College, 12345 College Boulevard, Overland Park, Kansas 66120. For more information call 913.469.8500 Ext. 3351, or email Pjonason@jccc.net.johncc.cc.ks.us

Date Received: _____ Proposal ID # _____ Reader ID # _____ Total Points _____ Program ID# _____



Pearls of Wisdom: CRLA's Legacy

CALL FOR PAPERS for the 30th Annual Conference of the College Reading & Learning Association October 21-25, 1997

You are invited to submit a proposal for a presentation at the 1997 CRLA Conference, which will be held at the Red Lion Inn in Sacramento California. October 21-25, 1997. The conference theme is "**Pearls of Wisdom: CRLA'S Legacy.**" 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.
- **GIFT Exchange** - These sessions of 10-15 minutes will feature one of your best ideas, at least one handout about it that another teacher could use and a brief explanation about the idea. You will repeat the presentation four times during the hour as attendees move around the room. Please try to label your "gift" under one of these broad headings: Writing, Math, Study strategies, Tutoring, Program administration, or Technology.

Examples of topics for the presentation include the following:

Area 1: 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 2: 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 3: 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 4: 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 Pat Jonason or Nancy Krause, Johnson Community College, 12345 College Boulevard Overland Park, Kansas 66210. All proposals must be received by February 28, 1997. Presenters will be notified by April 30, 1997, about the Program Planning Committee's decision. For additional program information, contact Pat Jonason at 913.469.8500 Ext. 3351, or email at Pjonason@jccnet.johncc.ks.us



*College
Reading &
Learning
Association*

**Invitation to Chair Sessions
at our 30th Annual Conference
October 21-25, 1997
Sacramento, California**

You are invited to chair a session during the 1997 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 necessary.

To chair a session, please type or clearly print 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 23, 1997

_____ Friday, October 24, 1997

_____ Saturday, October 25, 1997

List areas of interest:

1. _____

2. _____

3. _____

4. _____

If you would like a letter of recognition sent to your institution, please complete the following:

Name of person receiving the letter: _____

Title: _____

Institution: _____

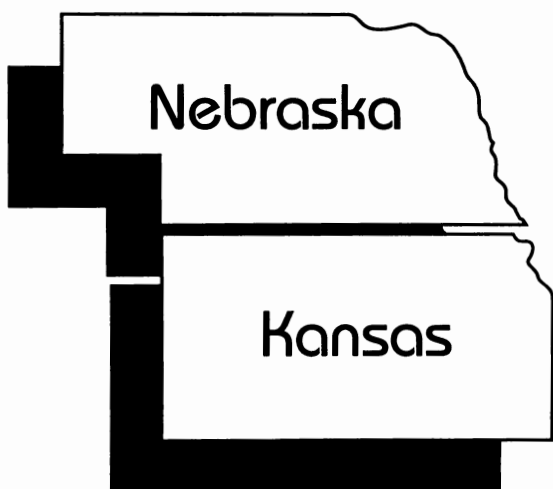
Street Address: _____

City, State, ZIP: _____

Please send your completed application to the following address by February 28, 1997:

Karen Agee, Coordinator of Chairs
University of Northern Iowa
8342 Northview Drive
Cedar Falls, IA 50613
agee@uni.edu
319-273-6023

Nebraska/ Kansas



College Reading and Learning Association

Goals

Nebraska/Kansas CRLA 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 overall 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 others' 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 expressed interest in college learning assistance and developmental education to join the College Reading and Learning Association. A membership application is included in this brochure.

The Nebraska/Kansas CRLA chapter's goals remain the same as the goals of CRLA which are

- to continue to provide mediums for dialogue among professionals
- to cooperate and coordinate with professional organizations in related fields
- to increase the tools available to improve student learning
- to provide information and consultants to legislative bodies governing college reading, learning assistance, developmental education and tutorial services
- to act to ensure an environment where effective learning can take place

Nebraska/Kansas Chapter Member Benefits \$5.00 annual dues

- Attend relaxed, casual conferences which focus on current and relevant issues in the area of learning assistance
- Receive reduced registration charges for attendance at Ne/Ks chapter CRLS conferences
- Develop leadership skills by serving as a chapter officer
- Receive periodic communication regarding chapter issues and events
- Have access to a continually updated Ne/Ks CRLA directory so you may communicate with regional colleagues

Why not join the National CRLA for \$40.00 and receive these services?

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
 - ★ discounted subscription rates to Journal of Developmental Education
- ★ 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
 - ★ Tutor Certification Program
- ★ opportunities for career development
 - ★ professional exchange program
 - ★ research scholarships
- ★ opportunities to contribute to a growing professional organization through the membership resources directory

Ne/Ks CRLA Officers 1995-96

President: Judy Harrington, University of Nebraska at Omaha, Omaha, NE

President-elect: Teri Gibson, Metro Community College, Omaha, NE

Secretary/Treasurer: Roz Bethke, Johnson County Community College, Overland Park, KS

Past President: Faye Dorwart (currently in Colorado)

Membership Coordinator: Pat Jonason, Johnson County Community College, Overland Park, KS

Application for Ne/Ks CRLA

Mr.
Name: Ms. _____

Dr.
Mailing Address: _____

E-mail Address: _____

Name of Institution: _____

Phone: () _____ Position/Title: _____

Dues are \$5.00 per year, payable to Ne/Ks CRLA

Send completed application and check to: Pat Jonason, Johnson County Community College,
12345 College Blvd., Overland Park, KS 66210-1299.

☐

Send me information about joining the National CRLA

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Tuesday, October 29, 1996

Albuquerque, New Mexico

List of Attachments to the Minutes

- A. Tentative Agenda (approved October 28, 1996)
- B. SIG Coordinator Report
- C. SIG (Leader) Directory 1996-1997
- D. SIG Leader Handbook 1996-1997
- E. Annual Report from Awards and Scholarships Chair
- F. Report from By-Laws Chair
- G. 1995-6 CAS Report
- H. Statement of Ethics & General Guidelines for Learning Assistance Programs from the New York College Learning Skills Association
- I. Standards Task Force Annual Report
- J. Manuscript: "National Standards for the English Language Arts: Extending the Conversation for College Students"
- K. Elections Committee Report
- L. Application to co-chair the International Tutor Certification Program (ITCP) from Robin Melton
- M. Annual Report of the ITCP for 1996
- N. List of ITCP Certified Programs as of 8/30/96
- O. Current ITCP Evaluators
- P. The International Tutor Certification Program
- Q. ITCP Certification Committee Meeting Agenda for Friday, Nov. 1, 1996
- R. Report from the Newsletter Editor
- S. Comment Collection Sheet for Newsletter
- T. JCRL Report
- U. 1995-6 Annual Report for the Professional Association Liaison Committee (PAL's)
- V. Site Selection Report

**TENTATIVE AGENDA FOR THE CRLA BOARD MEETINGS
1996 ANNUAL CRLA CONFERENCE
HYATT REGENCY
ALBUQUERQUE, NM**

**Tuesday, October 29, 1996
Boardroom North**

CRLA Board Meeting
OCTOBER 29, 1996
Albuquerque, NM
ATTACHMENT *A*
1 page

9:00 am - 12 noon

Committee Chairs' Reports and Discussion

1. Special Interest Group (SIG) Coordinator - Appendix I (Pat Jonason)
2. Awards & Scholarship Chair - Appendix J (Valerie Smith Stephens)
3. By-Laws - Appendix K (Donna Wood)
4. CAS/Standards Task Force - Appendix L (Martha Maxwell)
5. Elections - Appendix M (JoAnn Mullen)
6. Learning Assistance Center - Appendix N (Carolyn Smith)

12 noon - 1:30 pm

Lunch

1:30 pm - 5:00 pm

Committee Chairs' Reports and Discussion (continued)

7. International Tutor Certification Program - Appendix O (Gladys Shaw)
 - (a) Approval of Robin Melton as Co-Chair
 - (b) ITCP Report
8. CRLA Newsletter Editor - Appendix P (Roz Bethke)
9. JCRL Editor - Appendix Q (JoAnn Carter-Wells)
10. Professional Association Liaison (PALs) Coordinator - Appendix R (Gladys Shaw)
11. Site Selection - Appendix S (Susan Deese-Roberts)
12. Political Action (no report)
13. Miscellaneous Reports
14. Conference Updates/Reminders (Vince)



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
<i>Humor</i>	JoLynne Richter*	(formative phase)
<i>Distance Learning</i>	(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,

A handwritten signature in cursive script that reads "Pat Jonason".

Pat Jonason
SIG Coordinator

CRLA Board Meeting

OCT 29 1996
Albuquerque, NM
ATTACHMENT C
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SIG DIRECTORY



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

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

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@a1.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.ccnneb.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
W: (913) 469- 8500 Ext. 3351
FAX: (913) 469- 4409
E-mail: 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

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 becoming involved or re-involved in SIG leadership and who has an interest in the challenges distance education, please contact either of the SIG coordinators.

[Directory completed by Pat Jonason/October/96(sigdirec.wpd)]



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Board Meeting

OCT 23 1996

Albuquerque, NM

ATTACHMENT D

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SIG LEADER HANDBOOK

1996-1997

SIG LEADER HANDBOOK

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Part I:

Letter from SIG Coordinator

Job Description

Yearly Planning for SIG Leader (Draft)

Part II:

Mailing/Newsletter Guidelines

CRLA Officers on Mailing/Newsletter List

Sample Newsletters

Part III:

Reimbursement forms

SIG Leader Annual Report for 1997 Fall CRLA Board Meeting

Part I

Letter from SIG Coordinator

Job Description

Yearly Planning for SIG Leader (Draft)



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Johnson County Community College, EMC227, 12345 College Blvd., Overland Park, KS 66210

October 30, 1996

Dear SIG Leader,

To the experienced SIG leaders I want to say "Thanks for a job done well," and to all SIG leaders I want to thank you in advance for the work that you will be doing over the next year. Your commitment and willingness to serve make CRLA the strong organization that it is today.

The SIG's were developed to provide CRLA members with a means of networking throughout the year. The SIG's are timely, each reflecting current issues and interests of the CRLA members. Some SIG's are in existence for only a year or two, while others function for several years. This year the HyperCard SIG merged with the Computer Technology SIG. A Distance Learning SIG and a Using Humor SIG are currently in the formative stage, with sign-up sheets at the SIG display in the conference registration area.

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 with both experienced and inexperienced leaders can use. As a general guideline, the yellow pages at the end of this handbook are for you to complete and turn in prior to next year's conference. Other sections are informational in nature. Samples of newsletters and communications are included.

During the coming year, Patti Dozen and I will serve as SIG Coordinators. I will serve as mentor to Patti during the coming year, and then she will assume total leadership responsibility the following year. If you have any questions or concerns, contact either Patti or me. Our addresses are included at the end of the *SIG Directory*.

I hope that you have an enjoyable, exciting, and rewarding year.

Sincerely,

A handwritten signature in black ink that reads 'Pat Jonason'. The signature is written in a cursive, flowing style.

Pat Jonason
SIG Coordinator, 1996

CRLA Job Description

SPECIAL INTEREST GROUP LEADER

Page 1 of 2

1. Make application for the position of SIG Leader, demonstrating your qualifications and support from your institution. After appointment by the Board, serve a term of two years. Report to SIG Coordinator.
2. Produce at least two mailings to SIG membership annually (before and after the annual conference):
 - a. List names, addresses, and telephone/fax numbers of members;
 - b. Review significant research and scholarly activity in the SIG area of interest;
 - c. Publish an annotated bibliography of relevant resources;
 - d. Include articles on new information and technologies;
 - e. Profile persons important to the purpose of the SIG;
 - f. Review materials useful to those interested in the SIG area; and
 - g. In the first year of a new SIG, publish at least a membership list with addresses and telephone/fax numbers and produce an announcement for the *Newsletter* about the new SIG, its purpose, and the key concerns it has been formed to explore.
3. Communicate regularly with SIG members concerning the design and agenda of the SIG meeting at the annual conference.
4. Provide information for the *Newsletter*:
 - a. Annually provide the goals and purposes of the SIG, the name(s), address(es), and telephone/fax numbers of its Leader(s);
 - b. Update that information whenever necessary; and
 - c. Contribute at least one brief article annually from your SIG.

CRLA Job Description

SPECIAL INTEREST GROUP LEADER

Page 2 of 2

5. Promote the annual conference among SIG membership.
6. Keep SIG Coordinator informed of changes and help identify potential new Leaders as appropriate.
7. Participate in conference planning and attend the annual conference (or send a designee):
 - a. Encourage SIG membership to submit program proposals;
 - b. Assist with program proposal review as requested by President-Elect;
 - c. Attend the SIG symposium at the conference led by the SIG Coordinator;
 - d. Sponsor SIG sessions;
 - e. Attend SIG meeting or meal function to facilitate discussion. Have an appropriate agenda, including an activity that will benefit all members. Evaluate past year and revise goals; and
 - f. Bring items for display table at conference.
8. Send copies of all SIG correspondence to SIG Coordinator.
9. Send copies of all newsletters to all Board members and Archivist.
10. At end of term, make suggestions to SIG Coordinator for revision of this job description.
11. Retain membership in both the Association and in the SIG you lead.

Accepting this position allows CRLA to publish your name, school address and school phone number.

Draft Copy
SIG Leader Activities for 1996-1997

- | | | |
|---------------|----------------------|--|
| 1996 | October/
November | Attend Leadership Workshop for SIG Leaders and States/Regions Directors. (Wednesday, October 30, 1996, 9:00 a.m.-1:00 p.m.)
Facilitate SIG-sponsored events.
Promote SIG at conference. |
| 1996 | December | Out-going SIG leaders should submit all reimbursement forms and appropriate receipts to CRLA treasurer. |
| 1996-
1997 | December-
January | Send out mailing to SIG membership. Share conference highlights for past conference. Start promoting 1997 conference; inform membership that Call to Conference due February 28, 1997. Encourage SIG-sponsored proposed institutes and sessions. Poll membership about desired conference social activities, i.e. breakfasts, lunches, ice cream socials, other. Send current membership list. |
| 1997 | February 28 | Call to Conference due. |
| 1997 | April 30 | Notification of acceptance for Call to Conference . |
| 1997 | May | Final mailing for the 1996-1997 academic year. Encourage members to apply for CRLA scholarships. SIG leaders who will be ending their terms at the end of this year should communicate with coordinator(s) and help identify potential new leader. |
| 1997 | May 31 | All requests for reimbursement/payment should 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. |
| 1997 | August-
September | SIG mailing. Provide information about SIG-sponsored or SIG-related conference activities. Encourage membership to attend conference. |
| 1997 | September 30 | SIG leader report due to SIG coordinator. |
| 1997 | October | 1997 CRLA Conference planned for Sacramento on October 21-25.
Consider making SIG-sponsored contribution to Scholarship Raffle. |
| 1998 | November | 1998 CRLA Conference planned for Salt Lake City on November 4-7 |

Part II

Mailing/Newsletter Guidelines

CRLA Officers on Mailing/Newsletter List

Sample Newsletters

Request copies of mailing labels from Rosalind Lee at the following address:

**Rosalind Lee
Kwantlen University College
8771 Lansdowne Road
Richmond, BC V6X 3V8 Canada**

W: (604) 599-2706 (Voice) 9521

H: (604) 224-1413

FAX: (604) 599-2716

E-mail: rosalind@kwantlen.bc.ca

CRLA Guidelines for SIG Mailings/Newsletters/Communications

I hope that you enjoy the mailings/newsletters/communications that are included in this section of the handbook. I selected varying styles of communications that were mailed to SIG's this year.

The SIG Leader Job Description (#2) makes the following suggestions:

Produce at least two mailings to SIG membership annually (before and after the annual conference):

- a. *List names, addresses, and telephone/fax numbers of members;*
- b. *Review significant research and scholarly activity in the SIG area of interest;*
- c. *Publish an annotated bibliography of relevant resources;*
- d. *Include articles on new information to the purpose of the SIG;*
- e. *Profile persons important to the SIG;*
- f. *Review materials useful to those interested in the SIG area;*
- g. *In the first year of a new SIG, publish at least a membership list with the addresses; fax numbers and produce an announcement for the Newsletter about the new SIG, its purpose, and the key concerns it has been formed to explore.*

Some of the mailings that the SIG leaders produce are extremely sophisticated, while others are not. Much depends on each leader's resources and expertise with desktop publishing. The key factor is that you communicate with the membership of your SIG at least twice a year.

I would like to add the followings to the suggestions listed above.

- A. Each communication should clearly be identified as a publication of your particular SIG.
- B. Each communication should clearly be identified as a CRLA publication. Use the CRLA logo slicks that you received.
- C. Prominently display your name, mailing address, and telephone/fax, and E-mail numbers so that members or other individuals can easily contact you.
- D. A copy of each mailing should be sent to the SIG Coordinator, the CRLA Board members, and the CRLA archivist. That complete listing is on the following page. (I have requested that labels for each of these individuals be included with the rest of your membership labels.)
- E. You may want to survey your membership, either at the conference or via your mailing/communication/newsletter. CRLA surveys that I have seen include the following:
 - ~conference and other activities they'd like group to pursue
 - ~a goal they'd like group to accomplish
 - ~that they's like to see in SIG communications
 - ~what they'd like to contribute to strengthen SIG, such as contributing articles, establishing or serving on a network, reviewing textbooks, research, published articles pertinent to SIG, contribute to a bibliography, other

1997 Supplemental Mailing List
SIG Communications/Newsletters/Mailings

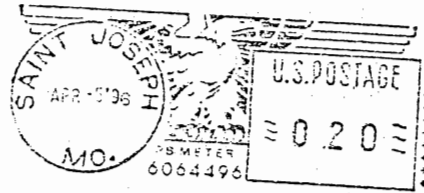
President	Vince Orlando Campus Box 17 Metropolitan State College of Denver P. O. Box 173362 Denver, CO 80217-3362	W: (303) 556-3057 FAX: (303) 556-5399 E-mail: orlandov@mscd.edu
President-Elect	Kathy Carpenter Learning Center-Lower Level Stout Hall University of Nebraska at Kearney Kearney, NE 68849	W: (308) 865-8214 FAX: (308) 865-8157 E-mail: carpenterk@platte.unk.edu
Past President	Patricia Mulcahy-Ernt School of Education and Human Resources South Hall University of Bridgeport Bridgeport, CT 06601	W: (203) 576-4201 FAX: (203) 576-4200 E-mail: mulcahyp@cse.bridgeport.edu
Secretary	Rosalind Lee Kwantlen University College 8771 Lansdowne Road Richmond, BC V6X 3V8 Canada	W: (604) 599-2706 (Voice) 9521 FAX: (604) 599-2716 E-mail: rosalind@kwantlen.bc.ca
Treasurer	Sylvia Mioduski Learning Center - Chemistry 214 University of Arizona Tucson, AZ 85721	W: (520) 621-1206 FAX: (520) 621-7596 E-mail: mioduski@ccit.arizona.edu
Archivist	Karen Smith Learning Resource Center Rutgers University - Box 5062 New Brunswick, NJ 08903	W: (908) 932-1443 FAX: (908) 932-1453 E-mail: kgs@gandalf.rutgers.edu
Newsletter Editor	Roslyn Bethke Johnson County Community College 12345 College Boulevard Overland Park, KS 66210	W: (913) 469-8500 Ext. 3792 FAX: (913) 469-4409 E-mail: rbethke@jcccnet.johnco.cc.ks.us
SIG Coordinators	Pat Jonason Johnson County Community College 12345 College Boulevard Overland Park, KS 66210	W: (913) 469-8500 Ext. 3351 FAX: (913) 469-4409 E-mail: pjonason@jcccnet.johnco.cc.ks.us
	Patti Dozen Moorpark College 7075 Campus Road Moorpark, CA 93021	W: (805) 378-1590 FAX: (805) 378-1499 E-mail: pdozen@sunny.vcccd.cc.ca.us

The next two pages contain examples of other forms of communications that SIG leaders might generate:

- The first one is a postcard that Jan Norton, Learning Assistance Center SIG leader, sent to me as a reminder that my dues were due. It reads like a friendly reminder; I get the feeling that Jan really wants me back in her SIG!
- The second piece of correspondence is from Craig Stern, Research and Evaluation SIG leader. I do not have the original correspondence from Barbara Yanez, but I assume that she wrote to Craig asking for information about CRLA and the Research and Evaluation SIG. His response is thorough and professional.

These are just two types of correspondence that you may need to produce this year.

MISSOURI WESTERN
CENTER FOR ACADEMIC SUPPORT
4525 Downs Dr.
St. Joseph, MO 64507
Come Stay For An Education



PATK JONASON
JCCC-COMMUNICATION DIVISION
12345 COLLEGE BLVD
OVERLAND PARK KS 66210

12/31/95



Hello, former CRLA Member!

You recently received a membership directory for the Learning Assistance Center Management SIG, which I chair. I hope it was helpful, and I hope that the accompanying newsletter gave you a sense of what the SIG can do for its members.

Unfortunately, your memberships in CRLA and this SIG have expired. In order to keep costs down, I will not be able to send you further mailings until you're a member again. If you want to rejoin, membership applications for CRLA and the SIGs are in the CRLA newsletter. Or, if you prefer, you can contact me and I will send you a membership form. National dues are \$40; SIG membership costs an additional \$5.

I hope to see your name back on our mailing list by May 1, when I'll be reporting on the Canadian symposium and sharing some management tips in the newsletter.

Jan Norton

(816) 271-4524

norton@griffon.mwsc.edu



NORTH LEARNING ASSISTANCE CENTER

NORTHERN ARIZONA UNIVERSITY

University Union Rm. 254

NAU Box 6035 Phone: 523-5524

MEMO

DATE: February 1, 1996
TO: Barbara Yanez
FROM: Craig Stern
RE: CRLA and Research and Evaluation SIG

I started this note last week and am finally getting around to finishing it. Sorry to take so long replying to your letter of January 9; I was out of town until the 15th and this semester start-up has been hectic here in the learning center. I am in charge of a campus-wide faculty advisory committee that had its first meeting on the 25th and I had to prepare a research methods workshop for the local community college this past Tuesday. Now that these are out of the way I can get to responding to correspondence. Enclosed you will find an application for CRLA (\$40.00 membership if you are not already a member). The application includes membership opportunities for the various SIGs (@ \$5.00/each), one of which is the Evaluation/Research SIG. I took over the Eval/Res SIG this past year after coordinating the Critical Thinking SIG for four years. I am also enclosing the first newsletter that I mailed out to E/R SIG members this past December.

CRLA is a national organization whose membership is composed mostly of educators from community colleges, developmental education programs, and learning assistance programs. There are also many individuals from four-year institutions that who are interested in learning about and practicing innovative approaches to the process of learning from a wide variety of perspectives. These different perspectives are represented by the various SIGs, which act as forums of information and discourse on topics of individual, institutional, theoretical, disciplinary, and professional interest.

I find that a newsletter is an excellent means of disseminating ideas and information and personally welcome contributions to the newsletter: written pieces that are theoretical or applied, vignettes of experience, anecdotes that illustrate some salient point of theory or practice, observations relevant to the field of research and evaluation, notices of upcoming workshops or conferences that might be of interest to members, and questions that could be responded to by other SIG members. SIGs also sponsor institutes and/or presentations at the national CRLA conference. The next conference will be held Oct. 30 - Nov. 3 (1996) in Albuquerque.

cc: Pat Jonason, CRLA SIG Coordinator



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MATH TUTORIAL SIG INFORMATION EXCHANGE

March 25, 1996

With this issue of the *Information Exchange*, we move from Math Anxiety to Math Humor -- definitely a step in the right direction. After some general news, the remainder of this *Information Exchange* is devoted to humor in the math classroom. All of the jokes were contributed by Chuck Nicewonder of Owens Community College in Toledo, Ohio. Enjoy!

Margaret Rogers

PLEASE PROVIDE E-MAIL ADDRESSES

I have E-mail addresses for about half the members of the Math SIG. (If you did not hear from me a couple of weeks ago concerning a get-together at the CRLA conference in Albuquerque, then you will know that I do not have your E-mail address.) If you have E-mail and if you did not receive this communication, please send your E-mail address to me at MRogers@ctc.edu. Many thanks.

SHALL WE DO LUNCH?

Plans are under way for the first annual CRLA fall conference in Albuquerque on October 30 - November 3. I have been asked whether we would like to schedule a Math SIG breakfast or luncheon on Thursday, or perhaps schedule a block of time on Friday afternoon. Breakfast costs \$10 and luncheon costs \$15.

Please let me know whether you plan to attend this conference, whether you would like to get together, and (if so) whether you would prefer a breakfast, luncheon, or afternoon meeting. You may send me an E-mail response, at MRogers@ctc.edu, call me at (206) 546-5825, or write to me at Shoreline Community College, 16101 Greenwood Avenue North, Seattle, WA 98133.

REQUEST TO SEE YOUR FAVORITE PUBLISHER

Rosalind Lee suggested that anyone who would like to have a particular publisher at the conference should contact President-Elect, Vince Orlando. Ros says that Vince supports having more math publications at this conference. Contact Vince ASAP by calling 303-556-3057, faxing 303-556-2159, or sending E-mail to orlandov@mscd.edu.

REQUEST FOR REPORTS FROM INTERNATIONAL SYMPOSIUM IN ALBERTA

I continue to hope that someone who is going to the Symposium (April 18-20) will send me a report of any math-related topics for inclusion in the Information Exchange. If you are going, but have not yet registered, contact

Perry Franklin, Site Chair
Mount Royal College
4825 Richard Road, SW
Calgary, Alberta, Canada T3E 6K6
E-mail: pfranklin@mtroyal.ab.ca
Fax: (403) 240-6698
Phone: (403) 240-5934

HUMOR IN THE MATHEMATICS CLASSROOM

Nothing quite works like an occasional joke. Students may moan and gag, but at least they will respond on a human level. Chuck Nicewonder suggested the following jokes. Brace yourself!

Once there was a clever horse that could add, subtract, multiply, divide, and even extract roots. When someone suggested that the horse should try a bit of analytic geometry, the horse suddenly died.

Moral: You can't put Descartes before the horse.

We have a box with a hole at each end. There is a rabbit in the box which sticks his head out of the hole in the left end of the box. One minute later he sticks his head out of the hole in the right end of the box. One-half minute later he sticks his head out of the hole in the left end, one-fourth minute later out of the right end, one-eighth minute later out of the left end, etc. How much time will pass before the rabbit's head is sticking out of both ends at the same time?

Answer: Theoretically, the answer is two minutes, but practically, the problem is not possible unless we split hares.

Little girl to grandmother: Can you help me find the lowest common denominator?

Grandmother to little girl: Haven't they found that yet? They were looking for it when I was in school!

Apprentice to plumber: I can't find a half-inch wrench, but how about two quarter-inch wrenches?

Father to daughter returning home at 3 AM: I told you to be home by a quarter of 12.

Daughter to father: But one quarter of 12 is 3.

What do you call a mermaid's undergarment?
an algae bra

What math is discussed between seabirds?
intergull calculus

What do you call a parrot who should go on a diet?
a poly no meal

Why did Matt E. Matics and Drew A. Line go to a topless bar?
to see Mobius strip

Why would you be rich if you had sixty female pigs and forty male deer?
You would have a hundred sows and bucks.

Seven is an odd number. How can it be made even?
Take away the 's'.

What do you get when you cross an ape and a mathematician?
a Harry Reasoner

What will happen to the inchworm when we go metric?
It will become a centipede.

What do they call those who are opposed to metrication?
De feet ists

Why is the meter stick such a stubborn ruler?
Because it won't give an inch.

What is $2L - 2L$?
Noel

What do you call two doctors?
a pair o'dox

John Ori ran a distillery. What did he brew?
Ori gin

Why is a dish of coleslaw like a the decimal representation of a rational number?
It keeps repeating.

What do you get when you cross a pigeon and a zero?
a flying nun

The back of this sheet presents a multiply choice quiz from Chuck Nicewonder. He credits the following sources: *Mathematics and Humor* edited by Aggie Azzolino, Linda Silvey, Linda, and Barnabas Hughes and *Get Thee to a Punnery* by Richard Lederer. Many thanks to Chuck for his fun contribution to the *Information Exchange*. We hope you will find a place for some of this humor in your teaching.

Humor in the Mathematics Classroom?

.....But Seriously

Fill in the blank with a mathematics term from the list below.

1. A man lay out in the sun because he wanted to become a _____.
2. People often use _____ to cut down trees.
3. My favorite dessert is cherry _____.
4. I don't want *all* the jelly beans, but I do want _____.
5. Criminals usually end up in _____.
6. I'm not against using a tractor. In fact, I'm _____.
7. Square plants have _____.
8. Her name was placed on the ballot by _____.
9. When the acorn grew up into an oak, it exclaimed, "_____."
10. A child's face will light up at _____ of candy.
11. I bought my mother a book and _____ it by parcel post.
12. You use yarn and needles when _____.
13. That's _____ little outfit you're wearing.
14. The zoid hunter hoped to _____.
15. The poet wrote his love letters _____.
16. Eye glasses are good for _____.
17. This _____ board consists of three layers.

acute axis center denominator dimension division geometry

inverse multiply pi prism protractor square roots sum tangent

trapezoid unit



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MATH TUTORIAL SIG INFORMATION EXCHANGE

October 16, 1996

This issue represents my last official contribution as leader of the Math Tutorial SIG. I wrote to SIG Coordinator, Pat Jonason, last Spring and asked her to find a replacement to take over after the upcoming CRLA Conference in Albuquerque. She just told me that Lois Haid of Trinity College in Great Falls, Virginia has agreed to serve as the new leader of our SIG. I plan to remain an active member of the Math Tutorial SIG and to do my best to support Lois in her new role.

As my swan song, I would like to provide a brief summary of my tenure and to offer my thoughts about the future.

Margaret Rogers

A brief history of the Math (Tutorial) SIG

I first became acquainted with CRLA in the spring of 1989, when the annual conference was held in Seattle, just a short bus trip from my home. I was impressed by the wide variety of topics presented at the conference, but I was appalled at the minimal coverage of mathematics. From my position as Manager of the Math Learning Center of Shoreline Community College I was acutely aware that required mathematics courses often form an impenetrable roadblock which prevents many students from completing the program necessary to become certified in various trades or to transfer to a four-year college. Why, then, was mathematics so underrepresented at the CRLA conference?

Although I don't remember many of the details, I apparently expressed my dismay to most everyone I encountered. I must have been pretty pushy, because shortly after the conference I received a letter from Tom Gier, SIG Coordinator at that time, thanking me for my willingness to establish and lead a SIG devoted to mathematics. (He claimed that "someone" told him of my willingness, but I still suspect he made that up.) Since I had not even heard of a SIG, Tom and I had a lengthy exchange of letters as I sought clarification of the position. Eventually I agreed to be the Leader of the SIG, although I still had very little idea of what was involved.

Over seven years has now passed, and the Math SIG membership has grown slowly and steadily from 1 (me) to 44. The CRLA conferences have also included more presentations on mathematics. I am heartened by the increased presence of mathematics, but I still feel that mathematics is badly underrepresented. Undoubtedly the amount of math presented reflects

the interest and expertise of conference attenders, but I wish that more math educators would take an active role in CRLA.

As the leader of the Math Tutorial SIG, I wrote and mailed approximately 15 issues of the *Information Exchange*. Topics included math anxiety, humor in the classroom, and the role of the tutor. The *Information Exchange* also included summaries of math-related conference presentations and a forum for people to offer and receive advice on such matters as math textbooks, video tapes, and computer software.

As the manager of a math learning center, I feel somewhat isolated from my counterparts in other colleges. I had envisioned that the *Information Exchange* would be as its name implies -- an opportunity for professionals to exchange their ideas about topics relevant to those who provide tutorial services in mathematics. I was grateful to Rosalind Lee for her valuable suggestions and contributions, but I was disappointed that I heard from so few other SIG members. I am convinced that there are lots of inspired educators who have creative ideas about math tutoring, and I would like to incorporate some of these ideas into my own learning center. Unfortunately the *Information Exchange* did not tap into this valuable resource.

My hopes for the future of the Math (Tutorial) SIG

The role of the Math Tutorial SIG is not yet obvious. In fact, even the name is not clear. When I started the SIG, I called it "Math Tutorial," since this is my primary interest. I felt that classroom instruction in mathematics is well represented in other organizations, but there is something unique to math tutorial service providers which is not adequately addressed by any national organization. Since then others have suggested that my original title is too restrictive and that I should drop the word "Tutorial". I have been pretty inconsistent, and so I will leave the final decision to Lois.

The role of the *Information Exchange* is also unclear. With the dawn of E-mail and listservs, a paper version of the *Information Exchange* probably makes little sense. I enjoy my connections with LRNASST, but I find that I must do a lot of reading to find anything relevant to my position. I therefore asked my school to host a highly focused listserv, but the powers-that-be felt that my listserv would take up too much space in an already overtaxed system. Perhaps someone else in the CRLA Math (Tutorial) SIG could be successful in establishing an electronic network which would connect those interested in providing tutorial services in mathematics.

Finally, I hope that the Math (Tutorial) SIG will be successful in further increasing the presence of mathematics at CRLA conferences. Perhaps we can encourage the submission of more math proposals and perhaps we can convince CRLA conference attenders to invite their math colleagues to come to the next conference. At the very least, maybe we can answer the question I asked over seven years ago -- since over half the folks tutored and counseled are having difficulties in math, why isn't math education a major topic at CRLA conferences?

Let's welcome Lois Haid!

I look forward to going to Albuquerque and meeting with Lois. I hope that you too will look for Lois and offer her ideas and support as she takes the Math (Tutorial) SIG to the next level. You can also E-mail her at lhaid@osf1.gmu.edu



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October 18, 1996

Greetings: '96 Workplace Literacy SIG members
'95 former SIG members
Tempe roundtable participants

I would like to introduce myself as your new SIG leader. I feel honored being asked by Pat Jonason, SIG Coordinator, to serve in this position but also apprehensive about taking on this task. (I guess the conference spirit caught me in a weak moment!) I am looking forward to being more involved with CRLA and a specific SIG, and I am especially looking forward to networking with you about workplace literacy.

I hope all of you will be attending the national CRLA conference in Albuquerque this month. According to the information given to me, our SIG had not been previously scheduled to meet or participate in any of the SIG activities. However, after some quick correspondence with Pat Jonason and Vince Orlando, we can meet during the SIG Breakfast scheduled for Thursday morning from 7-8:15 a.m. (If you want to start later, let me know. The first general session starts at 9:00 a.m. on Thursday.) Right now, I have been assured of space to meet, but members will probably have to BYOB (bring your own breakfast). I will inquire about other food arrangements once I get to Albuquerque and will have more information regarding the time, location, along with a sign-in sheet posted at the registration table. If you have any information about past plans to meet or other suggests, please let me know via e-mail or phone ASAP.

At this time, I invite you to jot down ideas and issues regarding our SIG. I hope we can discuss some of these things at our SIG breakfast meeting in Albuquerque. If you can not attend this breakfast, please pass your thoughts on to me via e-mail or snail mail. I would like each SIG member to think about the group's purpose and activities. What do you want from your SIG? If you are currently not a member of the Workplace Literacy SIG, consider joining. Dues are only \$5.00 per year per SIG. I'm sure membership forms will be available at the conference, or you can contact me and I will be happy to send you one. (The Workplace Literacy membership list is printed on the back of this letter.)

I'll be looking forward to hearing from you and hope to see you in Albuquerque!

Vicki Papineau
Reading Lab
Central Community College
Hastings, NE 68902-1024

work: (402) 461-2478
fax: (402) 461-2454

paphcom@cccadm.gi.cccneb.edu

Workforce Literacy SIG as of Sep 21, 1996: 22 members

PAGE 1

	<u>LAST NAME</u> <u>BUSPH#</u>	<u>FIRST NAME</u>	<u>INSTITUTION</u> <u>SCHOOL/BUSINESS</u>	<u>MAILING ADDRESS</u> <u>E-MAIL</u>	<u>CITY</u>	<u>STATE</u>	<u>ZIP</u>	<u>COUNTRY</u>	<u>EXPIRY</u>
1	BETHKE 913-469-8500X3792	ROSLYN	JCCC - COMMUNICATION DIVISION JCCC - COMMUNICATION DIVISION	12345 COLLEGE BLVD rbethke@jchnco.cc.ks.us	OVERLAND PARK	KS	66210		12/31/96
2	BUGAS 307-782-6401	LADONNAL	BRIDGER VALLEY OUTREACH WESTERN WYOMING COMM COLL	UCSD #4 PO BOX 130	MOUNTAIN VIEW	WY	82939		12/31/98
3	CHASSE 403-668-8740	ESTHER	YUKON COLLEGE YUKON COLLEGE	BOX 2799	WHITEHORSE	YT	Y1A 5K4	CANADA	12/31/96
4	CLARK 816-672-2075	SUSAN R	METRO COMMUNITY COLLEGES - LONGVIEW	1405 GULFPORT AVE sclark@longview.cc.mo.us	LEE'S SUMMIT	MO	64081		12/31/96
5	COCCHI 847-705-6695	CYNTHIA ANN	NORTHERN ILLINOIS UNIVERSITY NORTHERN ILLINOIS UNIVERSITY	BIGELOW HOMES 999 S PLUM GROVE MRSDOC@delphi.com	PALATINE	IL	00067		12/31/98
6	CULLISON 503-399-6508	JOANNE C	CHEMEKETA COMM COLLEGE	4000 LANCASTER DR NE	SALEM	OR	97309		12/31/98
7	EVANS 409-938-1211X293	SANDRA	COLLEGE OF THE MAINLAND COLLEGE OF THE MAINLAND	1200 AMBURN	TEXAS CITY	TX	77561		12/31/99
8	FULLER 907-786-1998	DOROTHY P	UNIVERSITY OF ALASKA ANCHORAGE	PO BOX 671288 afdupl@orion.alaska.edu	CHUGIAK	AK	99567		12/31/96
9	KIMBALL 617-455-7076	LISA	ALLYN & BACON ALLYN & BACON	160 GOULD ST LLKimball@aol.com	NEEDHAM	MA	02194-2310		12/31/96
10	LAMBERT 403-320-3244	BETTY M		1106 GREAT LAKES RD LAMBERT@A1.LETHBRIDGE.CA.CA	LETHBRIDGE	AB	T1K 3N6	CANADA	12/31/96
11	LEE 604-599-2700	ROSALIND M	KWANTLEN UNIVERSITY COLLEGE KWANTLEN UNIVERSITY COLLEGE	8771 LANSDOWNE RD rosalind@kwantlen.bc.ca	RICHMOND	BC	V6X 3V8	CANADA	12/31/96
12	LINDL 403-342-3120	TOM	RED DEER COLLEGE	5885 - 70 STREET DRIVE	RED DEER	AB	T4P 1C5	CANADA	12/31/96
13	MANSKE	DONNA	LEADERSHIP EDUCATION & DEVELOPMENT	3210 SHORELINE	OAKVILLE	ON	L6L 5X4	CANADA	12/31/96
14	MULCAHY-ERNT 203-576-4201	PATRICIA	UNIV OF BRIDGEPORT SCHOOL OF EDUC & HR UNIVERSITY OF BRIDGEPORT SCHOOL OF	SOUTH HALL mulcahy@cse.bridgeport.edu	BRIDGEPORT	CT	06601		12/31/96
15	ORLANDO 303-556-3057	VINCENT P	METROPOLITAN STATE COLLEGE OF DENVER	107 S PEARL ST orlandov@mscd.edu	DENVER	CO	80209		12/31/96
16	PETERSON 708-262-4570	DARYL	HOUGHTON MIFFLIN CO - FAC DEV PROG HOUGHTON MIFFLIN CO	2075 FOXFIELD RD, SUITE 100 daryl.peterson@hmco.com	ST CHARLES	IL	60174		12/31/97
17	SCHENK 702-673-7288	MARILYNN	TRUCKEE MEADOWS COMMUNITY COLLEGE	6402 MAE ANNE AVE #174	RENO	NV	89523		12/31/96
18	SMITH 908-632-1443	KAREN G	RUTGERS UNIVERSITY - KREEGER LRC RUTGERS UNIVERSITY - KREEGER LRC	COLLEGE AVENUE CAMPUS KGS@RCI.RUTGERS.EDU	NEW BRUNSWICK	NJ	08903		12/31/99
19	SMITH 714-773-2758	LAURELL	CSUF - READING PROGRAM	27491 CAPRICHIO	MISSION VIEJO	CA	92692		12/31/96
20	TADLOCK 206-427-9440	DEE		310 WEST BIRCH ST #2	SHELTON	WA	98584		12/31/99
21	WHITWORTH	VALERIE	AMERICAN RIVER COLLEGE	PO BOX 757	WINTERS	CA	95094		12/31/96
22	YANEZ 818-592-1480	BARBARA	ENCORE INSTITUTE OF LANGUAGE	3100 RIVERSIDE DR # 220	LOS ANGELES	CA	90027		12/31/96

COGNOTES



Newsletter of the CRLA
Cognitive Psychology SIG

Issue Three
WINTER 1996



SIG Coordinator: Jan Swinton
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509-534-8121

Happy New Year!

1996 will hold many interesting CRLA activities. As you organize the new quarter/semester/year, check to make sure the following dates and deadlines are on your calendar.

29th ANNUAL CRLA CONFERENCE—OCTOBER 1996

As you are probably aware, this is the year that CRLA is changing its annual conference to the fall, October 30 - November 3, to be exact. The conference will be held at the Hyatt Regency in Albuquerque, New Mexico. For more information about submitting a presentation proposal, see the insert with this newsletter. Please note that the deadline for proposals for 1-hour sessions and/or roundtable discussions is January 30. *Please call me immediately if you have an idea for a roundtable topic.*

SPRINGTIME IN THE ROCKIES—April 1996

It is very apropos that in this year of transition, CRLA is hosting an International Symposium on Teaching and Learning entitled "Changing with the Times." The symposium will be held at the Lodge at Kananaskis, Alberta, Canada, a 90-minute drive west of Calgary on April 18 - 20, 1996. This will be a working conference with three-hour working symposia on Thursday and Friday, April 18 & 19. Symposium facilitators include Rita Smilkstein, Suzy Hampton, Lucy MacDonald, Michael O'Hear, Helen Baril and Elaine Wright, Kathy Carpenter, Anna-Marie Schlender and Jim Bell. On Saturday, April 20, 75-minute roundtable discussions will be facilitated by David Caverly, Donna Wood, Susan Deese-Roberts, Karl Olsen, Tom Gier, Suzanne Forster, and Jo-Ann Mullen and Vince Orlando.

The keynote speaker will be Dr. John Ballhiem, President of DeVry Institutes of Canada. Dr. Ballhiem is an advocate of efficiency in postsecondary education and will speak about the necessity of post secondary institutions having high completion rates and programs that lead to immediate employment.

The Lodge at Kananaskis is in a beautiful setting in the Canadian Rockies that offers hiking, bicycling, swimming (in an indoor, heated pool), and relaxation in a whirlpool, steam room, or sauna. Sight-seeing and many other activities are available in nearby Banff or Lake Louise. The Lodge also houses a number of wonderful restaurants and shops. If you are planning to attend, please see more details about registering at the Lodge, arranging transportation, and entering and exiting Canada in the next column. (A special thanks to Karan Hancock, editor of *The Tutoring Exchange* newsletter for this detailed information.)



INTERNATIONAL SYMPOSIUM ON TEACHING & LEARNING: CHANGING WITH THE TIMES

APRIL 18, 19 & 20, 1996
KANANASKIS, ALBERTA, CANADA

Registration at the Lodge at Kananaskis:

- * Make individual reservations by contacting the Lodge directly.

Room reservations: (403) 591-6240
Main switchboard: (403) 591-7711
Fax: (403) 591-7770

- * Identify yourself as a CRLA member and request the European Plan convention rate for accommodations only, no meals. If you prefer, ask about the Modified Plan (which includes breakfast and dinner) or the Full American Plan (breakfast, lunch, and dinner).

Transportation:

* You must make your own transportation arrangements to get from Calgary International Airport to The Lodge at Kananaskis. Work with your travel agent when you make your airline reservations. Budget Car Rental has a special weekly rate for CRLA members; Thrifty, Avis, Hertz, and Dollar car rental firms are also at the Calgary International Airport (CIA).

Brewster Transportation offers bus transportation to The Lodge from CIA daily at 3:30 and 6:00 p.m. The Brewster counter is on the main floor at the airport—ask an airport volunteer (dressed in red vests and white cowboy hats) for directions or call 1-800-661-1152.

The Checker Group offers a flat rate, one-way, per car rate of \$90 (Canadian) to or from the Lodge at Kananaskis. Vans (holding up to 15) are also available. Call (403) 299-4999 to make arrangements or contact Tom Brown at (403) 299-4951 and use the name "CRLA 1996 International Symposium at The Lodge at Kananaskis."

To Enter and Exit Canada:

- * You may want to exchange U.S. currency before you enter Canada although there are exchanges at CIA and The Lodge.
- * You will need a valid U.S. passport OR an original birth certificate and photo I.D. Prior to your departure, check with your travel agent regarding documentation and regulations about leaving and re-entering the U.S.

For More Information:

* To pre-register or receive additional information, contact:
Perry Franklin, Site Chair
E-mail: pfranklin@mtroyal.ab.ca
Mount Royal College
Fax: (403) 240-6698
4825 Richard Road, SW
Phone/voice mail: (403) 240-5934
Calgary, Alberta, Canada T3E 6K6

Editor's Note: The following article, which was published in Innovation Abstract, was written by CRLA and Cognitive Psychology member Dr. Claire Ellen Weinstein, Professor of Educational Psychology at the University of Texas at Austin. Claire Ellen has graciously agreed to let me reprint it here for your consideration.

Innovative Ability Versus Acquired Ability: A Student Dilemma

"What good is trying, I'm not good at math!" "It wouldn't matter if I put in more time studying English literature, I just can't understand Shakespeare!" "Why go to the writing lab, I'll never learn how to be a good writer!" Students with these beliefs about their abilities are less likely to make the time and expend the effort necessary to learn the material or skills being presented in their classes. They are less likely to use effective learning strategies and are more likely to give up and abandon learning tasks they find difficult. If you do not think that your efforts will make a difference, why try?

Many college students view their abilities, or lack of abilities, as innate and fixed characteristics. While many of our abilities and talents are innate, many are not. Many, and perhaps most, of our abilities develop over time and are heavily influenced by learning and practice. We are not born knowing how to ride a bicycle, but most of us were able to learn and develop this skill to a greater or lesser degree. To do this we had to believe that we could learn to ride a bicycle, had to put in the effort necessary for us to learn how to do it, and we had to practice so that we developed the skill to a level necessary for the type of riding we wanted to do. Notice that the first step was believing we could learn how to ride. What if we did not think we could learn this skill? What if we thought it was innate— you are either born with the skill to ride a bicycle or you are not! In this case, the person would not try to learn how to ride because they already "knew" they could not do it.

Self-Efficacy for Learning

Self-efficacy refers to students' beliefs about whether or not they are capable of succeeding at particular academic tasks and learning. Students with high self-efficacy, or a strong belief in their capability to reach learning and performance goals, evidence greater effort and persistence on academic tasks, particularly when the tasks are difficult. Students with low self-efficacy evidence lower persistence and may even avoid the learning situation or learning task. For example, a nursing student with high self-efficacy toward developing a plan for patient care would regard a "difficult and crotchety" patient as a challenge to be mastered. Since the nursing student believes that he can master this task, he would be likely to strategically assess different care options and try the one he felt was best. If this did not work, he might feel some disappointment, but he would not give up. The student would rethink his analysis and come up with a different approach. Now might this scenario differ for a student with low self-efficacy toward developing a plan for patient care? This student might not even want to try to develop a plan because he is convinced that he cannot do it. A student with low self-efficacy often does not even attempt to complete the task; it is also far less likely that he would persist after one or two failed attempts. Now this student has another experience that

tells him what he already "knew" — "I cannot do this type of task; I'm just not good at it!"

Many students with low self-efficacy believe that their abilities are fixed. This belief has powerful negative effects. It can also become a self-fulfilling prophecy: students who believe they cannot perform a task do not try very hard, fail or get low grades, and have another reason to believe they are not good at this type of learning or performance. The next time a similar learning situation or performance task occurs, these students will be even less likely to believe that they can do it.

Characteristics of a Strategic Learner

To become successful learners in a college setting, students need to become strategic learners.

Strategic learners are able to take significant responsibility for their own learning. Strategic learners can set realistic, yet challenging learning goals. They can use knowledge about themselves as learners, the tasks they must perform, their repertoire of learning strategies and skills, their prior content knowledge, and their knowledge of the context in which they will be expected to use new learning, now and in the future, to help them select effective ways to study and learn new information and skills. Strategic learners can also use executive control processes to create a learning plan, select methods to implement it, use the plan, monitor their progress, and, if necessary, modify their goal or the approach that they are using. However, these different types of knowledge, strategies, and skills are not sufficient. Strategic learners must want to learn. Effective learning requires the integration of skill and will components. Motivation and positive affect for learning derive from and interact with many factors. These factors include goal setting, analysis, and utilization; efficacy expectations; interest; and valuing.

Students' beliefs play an important role in their becoming strategic learners. Strategic learners take more responsibility for their own learning, which requires that students believe they can take more responsibility for their own learning. Again, to improve one's learning-to-learn strategies, students must believe that they can become more strategic learners. If students believe that how one learns is wired in at birth, or a function of fixed intelligence, then they will not be likely to work on learning skills. Only if they believe these are at least partially developed abilities will they make the effort to learn and use them.

Suggestions for Helping Students Develop More Accurate Beliefs About Required Abilities

- Discuss with students their assumptions about the skills and abilities needed to succeed in your class. Putting

their ideas into words (and awareness) and listening to the thoughts and discussions of class members can be productive experiences.

- Provide opportunities for experiences that will challenge students' beliefs. Nothing succeeds like success and seeing the results of one's own efforts.

- Invite students to share experiences about how they accomplished a task, such as studying for a test or working a difficult homework problem. Highlight the role of effort and the use of strategic learning strategies in the examples provided by the students.

- Provide feedback that stresses effort or developed ability. For example, if a student improves on a test, say something like, "Great! The effort you put into studying really paid off." Avoid general statements that could be interpreted as referring to fixed ability or intelligence, such as, "Great!"

You are good at this type of problem" (rather than "you have been working hard and it shows in your improvement or performance").

- Help students develop effective and efficient study and learning strategies so that they have the tools they need to help build their confidence and create positive learning experiences.

Claire Weinstein, Professor, Educational Psychology

Duane F. Shell, Assistant Professor, Educational Psychology

For further information, contact the authors at The University of Texas at Austin, EDB 352, Austin, TX 78712



COGNOTES is your newsletter; please send me "notes" on cognitive psychology topics of interest to you. Your contribution need not be an article; book reviews, highlights of classroom as well as other research, suggestions for teaching, etc. are welcome. Send your notes to me at the following address:

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Spokane Falls Community College, MS 3050
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COGNOTES



Newsletter of the CRLA
Cognitive Psychology SIG

Issue FOUR
FALL 1996



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CONFERENCE PLANNING GUIDE
1996 COLLEGE READING AND LEARNING ASSOCIATION'S ANNUAL CONFERENCE
COGNITIVE PSYCHOLOGY SIG EVENTS

INSTITUTES

Wednesday, October 30, 1:30 - 4:30 PM

**The Capabilities of Basic Writers:
A Research Report and Implications for
Teaching Basic Writing**

Presenter: Rita Smilkstein

**Helping Biology and Elementary Algebra
Students Become Active Learners**

Presenter: Jan Swinton

Radically Re-engineering College Reading

*Presenters: Susan Godwin and
Deborah Simpson*

Sunday, November 3, 8:30 - 11:30 AM

Critical Thinking in the Age of Cyberspace

Presenter: Craig Stern

**Structured Peer Dialogue Journals and
Cooperative Learning Activities
Assist Students in Catching Their Dreams**

Presenter: Suzy Hampton

COGNITIVE PSYCHOLOGY SIG ROUND TABLE DISCUSSION

This and the luncheon are two key functions of this SIG during the conference. Suzy and Rita will briefly summarize the results of their research (each is doing a more thorough presentation in an institute), and participants will have an opportunity to discuss the implications of their results.

Capabilities of Basic Readers and Writers

*Presenters: Suzy Hampton,
Rita Smilkstein, and Jan Swinton*

Date: Thursday, October 31, 1996

Time: 10:45-11:45

COGNITIVE PSYCHOLOGY SIG LUNCHEON

Everyone who attends the conference is invited to the luncheon. Pre-registration is required. You will have an opportunity to meet other CRLA members interested in Cognitive

Psychology and continue or join the discussions begun in the Round Table session at 10:45.

Date: Thursday, October 31, 1996

Time: 12:00 - 1:30 PM





CONCURRENT SESSIONS

Thursday, October 31, 1996

Time: 10:45 - 11:45 AM

**Accessing the Multiple Intelligences:
The Use of Student Presentations in the
Classroom**

*Presenters: Kathryn Angus and
Brenda Spencer*

**Focused Journaling + Anxious Students-
Reduced Math Anxiety**

*Presenters: Cheryl Lewis and
David Otts*

Time: 1:45 - 2:45 PM

Conversations about Literacy Standards

Presenter: Patricia Mulcahy-Ernt

Time: 3:00 - 4:00 PM

**Using Graphic Organizers to Develop Higher
Level Thinking
with Special Needs Minority Students**

*Presenters John Devine and
Vincent Ziccolella*

**Reading Comprehension, Metacognition, and
Achievement in Biology**

Presenter: Hope Hartman

Friday, November 1, 1996

Time: 8:45 - 9:45 AM

Catch the Dream Through Self-Awareness

Presenter: Lanetia Noble

Friday, November 1, 1996 (Con't.)

**Cognitive Therapy to Prevent Classroom
Problems**

Presenter: James Stein

Time: 10:00 - 11:00 AM

**Toward Success in the Sciences: What College
Reading Programs Can Do**

*Presenters: Jodi Holschuh and
Sherrie Nist*

**There's One in Every Class: Dealing with
Judgemental, Nonreflective Students**

*Presenters: Suzanne Forster and
Kate Sandberg*

**Using the Affective Domain to Build Academic
Achievement**

Presenter: John Foreman

Time: 1:30 - 2:30 PM

**Self-Assessment Through Style: From the Lab to
the Classroom**

Presenter: Elaine Cherney

**Strategies that Motivate Students to Apply
What They Learn in College Success Courses**

Presenter: Dianna VanBlerkom

**Teaching Math Study Skills: Diagnosis and
Strategic Learning Plans**

Presenter: Paul Nolting





Saturday, November 2, 1996

Time: 10:45 - 11:45 AM

The ACT (Active Critical Thinking) Method of Critical and Study Reading for Remedial Students

Presenter: Janet Maker

Launching Learners into Student-Created, Student-Directed Study Groups

Presenter: Barbara Lyma

Combining Learning Studies with Learning Strategies

Presenter: Sally Lipsky



EDITOR'S NOTE: In the Winter 1996 issue of Cognotes Dr. Claire Ellen Weinstein's article was inadvertently entitled "Innovative Ability Versus Acquired Ability: A Student Dilemma." The correct title should have been "Innate Ability Versus Acquired Ability: A Student Dilemma." Thanks again to Dr. Weinstein for allowing us to reprint her excellent article in this newsletter.

Time: 1:45 - 2:45 PM

Helping Students Judge Their Own Writing

Presenter: Gwyn Enright

Catch the Dream: Multiple Intelligences in the Classroom

Presenter: Jerry Giles

Time: 3:00 - 4:00 PM

Breaking Boundaries: Multilevel, Interdisciplinary Instruction in Developmental English

Presenter: Pam Dusenberry



COGNOTES is your newsletter; please send me "notes" on cognitive psychology topics of interest to you. Your contribution need not be an article; book reviews, highlights of classroom as well as other research, suggestions for teaching, etc. are welcome. Send your notes to me at the following address:

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Spring 1996
Directory of Members

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Center Management
Special Interest Group**

**College Reading and Learning
Association**

NAME: Atkinson, Rhondah
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Baton Rouge, LA 70620
PHONE: (504) 388-2872

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Springfield, IL 62708
PHONE: (217) 786-2365

NAME: Bekis, Barbara
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PHONE: (901) 678-2704

NAME: Bell, Dr. Jim
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NAME: Bethke, Roslyn
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12345 College Boulevard
Overland Park, KS 66210
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

SIG: LEARNING ASSISTANCE CENTER MANAGEMENT

February 14, 1996

"Hello!" And after such a long absence, I should add, "How are you?" My grand plans to gather information from all of our SIG members and produce a directory by September was, to say the least, too ambitious. Yet though it is later than anticipated, it is completed. Enclosed with this newsletter is a list of all current members and anyone else who responded to my plea for information. (To find out if you're a current SIG member, just look at your address label on the envelope; your expiration date is noted in the upper right corner. If there is no date listed, you are not a member at this time.) In addition to the directory, this brief newsletter brings you ideas for future projects and SIG direction, information on scholarships and awards, a list of want ads and offers of help, and a few miscellaneous tidbits. Happy reading!

THE DIRECTORY

Each directory listing will eventually provide the person's name, title, institution and mailing address, phone and fax number, E-mail address, and areas of interest. Many of these fields are still blank, since not everyone responded to my initial call for information and not all of us have access to E-mail. But as more people contact me with their information, I will continue to update the directory in future newsletters and will provide members with a new directory at the Fall 1996 conference in Albuquerque.

SIG GOALS

The majority of those who responded to my postcard campaign indicated that their primary goal for joining the SIG is to learn more about management issues and to share what they have learned with others. Most of us see the strength of this SIG as its ability to provide an information network for its membership. Some of us have had training in management; more are first-time managers, former instructors who now find themselves in charge of one or more academic services.

Other learning goals that came up repeatedly reflect some of the "want ads" below: dealing with limited resources, the best ways to incorporate technology, and general issues of staff development and management, whether the staff consists of undergraduate student tutors, graduate assistants, borrowed faculty, volunteers, and/or other professionals. All of these issues are worthy of discussion--we should be looking toward the Albuquerque conference (see below) as a time when we can gather.

A few people mentioned LRNASST as a way to communicate, possibly by forming some sort of management sub-group. Those who have been on this E-mail list

probably remember a thread that emerged not so long ago, in which subgroups seemed to be discouraged since so many of us wear so many hats and would need to subscribe to multiple subgroups and thus not effectively reduce their mail space/time at all. (At least, that's my interpretation of the discussion; I'm open to corrections.)

That doesn't mean we can't participate through LRNASST, sharing ideas and introducing management-related threads with clear subject headings; I'm only suggesting that perhaps we shouldn't ask an existing, perfectly functional group to create a virtual space just for us. Those who are not yet members of LRNASST can join this E-mail discussion list by doing the following:

send to `listserv@listserv.arizona.edu`

the following four-word message: subscribe lrnasst YOUR NAME

(For example, I would subscribe by sending `subscribe lrnasst Jan Norton` .)

BUILDING A LEARNING CENTER

One SIG project that has been discussed is the development of a brochure, pamphlet, booklet, or other text which would help someone start up a new learning center. Georgine Materniak drafted such a text years ago and is willing to share her work as a foundation for a revised version. Do you think our SIG should pursue this project? How could we best accomplish it? What information must it include in order to make it an excellent resource for current and future learning center managers? Please give me some input; I can talk on phones, read letters, fetch faxes, download E-mail--whatever format that makes it easy for you to respond is just fine with me. And if you want to help out with such a project, I'm even happier about using good ol' FTF* technology.

ALBUQUERQUE

It may seem early, but it actually isn't too early to begin thinking about the 1996 CRLA conference in Albuquerque, October 30 - November 3. The conference provides us with several opportunities to meet with other SIG members to do exactly the kind of sharing that we are seeking. There is time set aside on Friday afternoon, November 1, when SIGs can meet. We can also share breakfast or lunch together on Thursday, October 31. And I have sent a proposal for a roundtable discussion that our SIG will sponsor, just for the purpose of sharing favorite management tips. If you are planning on attending the conference in New Mexico, please let me know so we can talk about sharing a meal and ideas.

If Albuquerque isn't possible for you, don't pass up on the opportunity to present at regional conferences--or plan ahead for the 1997 conference. If you're concerned about whether anyone is interested in the management techniques or insights you have gained, just look at the size of our directory! There are lots of us out there, conscientious folks who want to continue improving their own management skills and the academic services that benefit from those skills.

*face-to-face

WANT ADS

When I sent out the postcards last summer, I asked members to list information or assistance that they need from fellow SIG members. Several people responded; their requests are noted below. All are "how to" ads.

- ♦ Develop a relatively new center with very little cash:
contact Michelle Newcomb-Moon.
- ♦ Gather/document data to support funding increase requests:
contact Alma Mitchell.
- ♦ Bridge the academic/student affairs gap: contact Alma Mitchell.
- ♦ Get administrators "on your side": contact Gillian Summers.
- ♦ Enter the technology age in a testing/basic skills program "without
spending the federal budget": contact Peg McFadden.
- ♦ Train and manage volunteers: contact Jodi Decker and Kelly Childs.
- ♦ Develop basic skills support services for students with disabilities while on
a very limited budget: contact Gail Harris.
- ♦ Become a better motivator: contact Maureen Cronin.

Several people wanted to learn more about tutor training and certification. While this is a management issue that the SIG can address and/or that individual members might be able to help with, one key source of information is the CRLA International Tutor Certification Program. For information about training, resources, and certification, contact Gladys Shaw, Tutoring & Learning Center, 300 Library, University of Texas at El Paso, El Paso, TX 79968-0611. Her phone number is (915) 747-5366.

OFFERS OF HELP

I suspect that all SIG members, if called upon, would agree with Kelly Childs' comment: "Eager to contribute what I've learned the hard way." Several SIG members specifically volunteered to assist others with areas dear to their hearts and resumes:

- ♦ Setting up a writing tutorial program: contact Linda Blatt.
- ♦ Management ideas: contact Susan Hill or Patrick Schutz.
- ♦ Ideas on successful design and operation of learning centers:
contact Becky Johnen.
- ♦ Sensitizing staff to cultural differences: contact Sharyn Lowenstein.

As for me, I'll gladly share whatever I can through individual contacts with you and through this newsletter. So don't be shy: send me your want ads, directory corrections and additions, offers of help, ideas, questions, and comments. I hope to get another newsletter to you in early May.

Bye for now--see you in Canada!

Jan

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

Craig Stern

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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

* * *

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 dan 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 type

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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*

**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.



THE TUTORING EXCHANGE

NEWSLETTER OF THE CRLA PEER TUTOR SIG

Editor Karan Hancock



●●SPRING/SUMMER, 1996●●

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 LaYern 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 Southern 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.

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 presenter 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

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

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.

WELL, "TH-H-H-A-T'S ALL FOLKS!" Thanks for all your help, contributions, and support.

Karen Hancock

CATCH THE DREAM STUDENT SUCCESS IN THE 90'S



PRELIMINARY CONFERENCE INFORMATION CRLA's 1996 ANNUAL CONFERENCE October 30, 1996 - November 3, 1996

This is an overview of the upcoming CRLA conference provided to assist you in your planning. More information will be provided in the summer newsletter, and a Call to Conference will be forwarded July 1, 1996, to all members.

For more
information,
contact

Vincent P. Orlando, CRLA President-Elect;
or Department of Reading, Campus Box 17, P.O. Box 173362, Metropolitan State College of
Denver, Denver, CO 80217-3362
(303) 556-3057 FAX (303) 556-2159 E-MAIL - OrlandoV@MSCD.EDU

KEYNOTE
SPEAKER

DR. ARNOLD L. 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. He will also conduct a pre-conference institute.

FEATURED
INSTITUTE
PRESENTER

DR. DAVID CAVERLY, Professor of Education, Southwest Texas State University, San Marcos, Texas, will present two pre-conference institutes:

- an introduction to technology in Developmental Education, and
- an advanced institute in integrating the "net" and the World Wide Web in teaching.

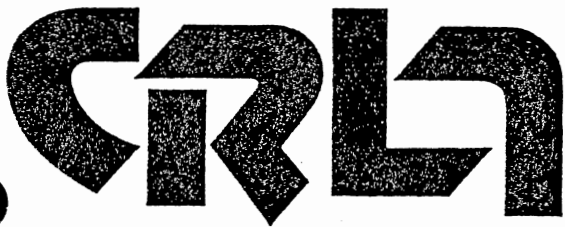
CONFERENCE
HOTEL

HYATT REGENCY, ALBUQUERQUE
330 Tijeras N.W.
Albuquerque, NM 97102
(505) 842-1234
Toll Free: 1 (800) 233-1234
\$ 99 SINGLE \$109 DOUBLE

Visit our Web Site for more information:

<http://www.mscd.edu/~crla/>

	Pre-registration Received by September 27, 1996	On Site Registration
Conference fee for current members:	\$ 85	\$100
Conference fee for non-members	\$125	\$140
Conference fee and members renewal:	\$125	\$140
Conference fee and new membership	\$125	\$140
Conference fee, one day only	\$ 70	\$ 70
Pre-post conference institutes	\$25 per institute	



College
Reading &
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Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

July 1996

Anna-Marie Schlender
PO Box 7738
Berkeley, California 94707

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.

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.

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.

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.

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!

Topic:

Class level:

Time needed:

Textbook title:

Publisher:

ISBN:

Lesson: (Be clear as possible so that someone else can replicate this in his/her classroom. Think step-by-step process.

Follow-up activities for the next class:

Homework assignment(s) based on class session:

Name:

Phone number:

Telefax number:

E-mail address:

CRLA

Teaching Excellence S.I.G.

NEWSLETTER

Albuquerque Bound

I hope you all have your reservations and tickets for CRLA's 1996 Annual Conference, October 30 to November 3, 1996. The theme this year is *Catch the Dream: Student Success in the 90's*.

You should have received your "Call to Conference" brochure. If you didn't please call Vince Orlando, the 1996 Conference Program Chair, at (505) 842-1234. You can also visit the Web Site for information (<http://www.mscedu/~crla/>).

The keynote speaker will be Dr. Arnold L. Mitchem. He currently heads the National Council of Educational Opportunity Association; as part of his responsibilities, Dr. Mitchem represents to the federal government more than 900 colleges, universities, and non-profit agencies.

One of the popular features of every CRLA conference is the Newcomer's Reception. All CRLA members are invited to this session of informal conversations and, for new members, the chance to learn about CRLA (and our Special Interest Groups).

On behalf of the Teaching Excellence SIG, I reviewed some program proposals in the spring. You'll find some of those

presentations in the Concurrent Sessions list.

SIG Luncheon

The Teaching Excellence SIG is scheduled to get together for a luncheon on Thursday, October 31, from 12:00 to 1:30 p.m. Our last lunch in Tempe was a chance to catch up on latest developments in our special interest area and meet new SIG members. I hope you'll join us for a chicken & beef enchilada (I assume that's either two enchiladas or a choice!) and some very interesting professional exchanges.

Professional Development Awards

Roseanne G. Cook, the Professional Development Chair, has sent information about the awards and deadlines for applying (see attached flyer). She says that few people apply for these "wonderful...awards and financial support."

If you have questions you may call Roseanne at the numbers listed in the flyer. I can also supply basic information and additional copies of the application forms. The next deadline is

March 1, 1997 (Kellogg), so if you have questions, be sure to get in touch with Roseanne or with me in Albuquerque.

Getting Together at Conferences

Some of the other SIG leaders have heard from their members that the costs of the breakfasts or lunches is rather steep. Do you wish to change our way of meeting at the conferences? If so, please let me know at the conference, or send your thoughts to me:

E-mail: AFKDO@uaa.alaska.edu

FAX: (907) 786-4444

Phone: (907) 786-4434

Mail: UAA School of Education
3211 Providence Drive
Anchorage, AK 99508-8288

Scholarship Raffle

The Albuquerque Conference will include the annual Scholarship Raffle. CRLA members donate prizes for this raffle with all proceeds going to fund our various programs which assist our colleagues.

Prizes should represent your area (e.g. state, region, group). Last year we had regional food baskets, t-shirts, and even some stuffed animals. Your prize(s) should have a tag attached which identifies the group or region it represents. The prizes are placed on the raffle table in the registration area, or

they may be left at the Registration Table.

If you have questions about the raffle, please contact Valerie Smith Stephens, Awards and Scholarships Chair, at (609) 225-6442. Valerie notes that her office hours are 8:30 a.m. to 5:00 p.m. (Eastern Standard Time).

Call For SIG News and Research

One of the more important reasons for joining a special interest group is to communicate with our CRLA colleagues about the latest information and research in the field of Teaching Excellence. Now that I'm back from my sabbatical, I would appreciate your contributions to this newsletter since I've been a bit out of touch with the field for awhile.

What research are you doing? What have you found especially interesting or disturbing? I hope that we can sponsor some sessions at the Fall 1997 Conference. A place to begin that work is here in the newsletter, or perhaps online since articles and whole journals are beginning to be published on the Internet.

Please send me your e-mail address so I'll have it on my list. And contact me if you have some interesting work which should go into the next newsletter (published after the Albuquerque Conference).



**KELLOGG INSTITUTE SCHOLARSHIP APPLICATION
FOR
COLLEGE READING AND LEARNING ASSOCIATION MEMBERS**

Purpose

This scholarship funds \$500 of the \$700 basic registration fee for the 1996 Kellogg Institute at the National Center for Developmental Education in Boone, North Carolina. The remaining \$200 and other fees of room, board, and tuition are paid for by the recipient of the scholarship. This scholarship is given through the generosity of the Kellogg Institute.

Kellogg Institute

The Kellogg Institute is the nation's oldest continuous training program for developmental educators and learning skills specialists. It is intended as an advanced training program to assist practitioners in expanding their knowledge of and practice in the field. The program has two components: 1) an intensive four-week residency and 2) a supervised practicum at the participant's home campus.

More information and an application for the Institute can be obtained by writing:

Kellogg Institute
National Center for Developmental Education
Appalachian State University
Boone, NC 28608
(704) 262-3057

Qualifications of Scholarship Applicants

CRLA will award this scholarship on the applicant's demonstration of commitment to developmental education, involvement in CRLA, and leadership potential. Minimum qualifications are one year's membership in CRLA, one year's experience in developmental education, and a bachelor's degree.

Application for Scholarship

Applications must include 1) cover page (see attached); 2) short essay describing applicant's experience and future goals in developmental education, CRLA, and professional leadership; and 3) curriculum vita. Applications for the scholarship should be submitted by March 1, 1996.

Rosanne Cook, Chair
CRLA Scholarship and Awards Committee
St. Ambrose University
518 W. Locust St.
Davenport, IA 52803
Telephone: (319) 333-6334
FAX: (319) 333-6243
E-Mail: rcook@saunix.sau.edu

College Reading and Learning Association Scholarships and Awards 1996

The CRLA Awards and Scholarships Committee was established to demonstrate the organization's commitment to supporting its members' professional development and to recognizing members' accomplishments. The Awards and Scholarships program includes funds to provide support for research and for continuing education, and to recognize long and outstanding service to the organization and distinguished scholarly research.

CRLA offers these scholarships and awards to CRLA members:

1. Two \$500 Scholarship Awards. Applicants do not have to be full-time students but must be planning to take at least 9 credit hours over a year's time.
2. One \$500 Research Assistance Award. This award is given to support significant research in the areas of post-secondary reading, learning assistance, developmental education, or tutorial services. Studies may be quantitative or qualitative in nature.
3. One \$100 Distinguished Research Award which consists of an honorarium and plaque. This award is given in recognition of a significant research article. The article must have been published in the two years prior to the deadline for applications/nominations and may be nominated by the author or any CRLA member.
4. One \$500 Kellogg Institute Scholarship offered to a CRLA member. The minimum qualifications for the applicant are one year's experience in developmental education, one year's membership in CRLA, and a bachelor's degree. The recipient must complete and submit an application to the Kellogg Institute prior to applying for the scholarship and is expected to fund remaining expenses for the Institute.

The deadline for applications and nominations is August 15, 1996 except the Kellogg Institute Scholarship which is March 1, 1996. Guidelines and application/nomination forms are available from:

Rosanne Cook, Chair
Awards and Scholarship Committee
St. Ambrose University
518 West Locust Street
Davenport, IA 52803
Telephone: 319-333-6334
FAX: 319-333-6243
E-mail: rcook@saunix.sau.edu

**APPLICATION FOR CRLA MEMBERS
FOR
KELLOGG INSTITUTE SCHOLARSHIP**

Name of Applicant _____

Institution _____

Address _____

Applicant initials to indicate agreement:

_____ I have been a member of CRLA for one year or more.

_____ I have had one year's experience in developmental education.

_____ I understand that this scholarship pays for \$500 of the Institute's \$700 basic fee. I must find other funding for the remaining \$200 and for other fees of room, board, tuition, and airfare.

Checklist for Application

_____ Cover page (this page)

_____ Short essay describing applicant's experience and future goals in developmental education, CRLA, and professional leadership

_____ Curriculum vita

DEADLINE: March 1, 1996

Part III

Reimbursement forms

SIG Leader Annual Report for 1997 Fall CRLA Board Meeting

CRLA SIG ANNUAL REPORT FORM
1996-1997

Directions: Please complete this form and return to SIG Coordinator. The collected report forms will be forwarded to the CRLA President for submission to Executive Board as part of fall board meetings.

Deadline: **October 15, 1997**

SIG Name: _____

Leader (1997): _____

Mailing Address: _____

City/State/Zip _____

W/Phone: _____ FAX: _____

E-mail: _____

SIG Purpose: Same or note changes below:

SIG Activities: For 1997: _____

Proposed for 1998: _____

Leadership Changes for 1998: If so, complete following information:

Leader (1998): _____

Mailing Address: _____

City/State/Zip _____

W/Phone: _____ FAX: _____

E-mail: _____

This form completed by _____ **Date** _____

Please attach copies of communications/newsletters that you sent out this year. Also, feel free to add any additional information as an attachment.



College
Reading &
Learning
Association

READING

• LEARNING ASSISTANCE

• DEVELOPMENTAL EDUCATION

• TUTORIAL SERVICES

REIMBURSEMENT FORM

CRLA Federal I.D. No. 95 - 3177158

Please Print or Type Information

From: _____

Make payment to: _____

Address: _____

Address: _____

Total Amount Requested \$ _____

1. Please list below the amount for which reimbursement/payment is requested.
Attach original receipts or bills for reimbursement.
2. The Treasurer will not issue a check without proper authorization.
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 of Expenses or Services

Travel and/or Mileage	Hotels and Food	Telephone	Postage	Printing, Duplicating
Fees, Wages, Honoraria	Supplies	Advertising & Promotion	Other (Specify) _____	

Purpose of expenditure: _____

Signature/Person Submitting _____

Signature/Officer _____

Office Held: _____

Office Held: _____

Date: _____

Date: _____

Check Number: _____

Date Issued: _____

Budget Category: IE4 (SIG Leader)



College
Reading &
Learning
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

REIMBURSEMENT FORM

CRLA Federal I.D. No. 95 - 3177158

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Amount of Expenses or Services

Travel and/or Mileage	Hotels and Food	Telephone	Postage	Printing, Duplicating
Fees, Wages, Honoraria	Supplies	Advertising & Promotion	Other (Specify) _____	

Purpose of expenditure: _____

Signature/Person Submitting _____

Signature/Officer _____

Office Held: _____

Office Held: _____

Date: _____

Date: _____

Check Number: _____

Date Issued: _____

Budget Category: IE4 (SIG Leader)

**National Standards for the English Language Arts:
Extending the Conversation for College Students**

Patricia I. Mulcahy-Ernt, Ph. D.

School of Education and Human Resources

University of Bridgeport

Bridgeport, CT 06601

Manuscript submitted for publication in the

Journal of College Reading and Learning

Fall 1996

National Standards

Note: This invited article by Patricia I. Mulcahy-Ernt, Associate Professor of Education at the University of Bridgeport and the 1995-96 President of the College Reading and Learning Association, is the fourth topic in the series of articles in the *JCRL* Policy section. Dr. Mulcahy-Ernt has participated as a member of the CRLA Task Force on Standards as a reviewer of the working drafts of the *Standards for the English Language Arts*. She teaches graduate-level literacy education courses in the School of Education and Human Resources at the University of Bridgeport and focuses her research on developmental reading comprehension and writing processes.

What should students know and be able to do with language as a result of their schooling kindergarten through grade twelve? The response to this question became a four year conversation among literacy educators and policy makers culminating with the publication of the 1996 Standards for the English Language Arts, a joint project of the National Council of Teachers of English and the International Reading Association. A collaborative effort directed by the largest professional organizations in the United States about literacy education, the standards project prompted grassroots dialogue and often hot debate about what students should learn, resulting in the articulation of content standards for English language arts.

The Vision for Teaching and Learning the English Language Arts

Although the debate about the standards still continues after the publication of the 1996 document, the perspective voiced in this document is that the standards point to a consensus among those who are literacy educators about the teaching and learning of the English language arts; the standards articulate a shared vision of what students should know and be able to do with language (NCTE/IRA, 1996). In this sense, this document is an historical landmark for it captures the philosophy, the perspectives, the expectations that currently prevail in literacy education communities. These standards unveil the *zeitgeist* of our times, revealing what is considered best practice in the teaching of the English language arts in K-12 settings.

As a result, these standards also forecast significant influences on the literacy curriculum and instruction of developmental college readers and writers. The standards describe the language and literary experiences that future college students and adults will have shared during their pre-college school years. For these reasons the standards project has become of interest to college-level educators. As members of the wider literacy education community, many college-level reading and writing instructors have participated in the grass roots dialogue about these standards and will continue their participation in the conversation about what is considered best practice in the teaching of life-long literacy. In a sense the dialogue impacts two areas: the philosophical stance about best practices for the teaching of college

reading and writing processes and the articulation with other educators, including those in K-12 settings, about the literacies that college students use. A remarkable outcome of the standards project has been cross-discipline conversation among those who have led their teaching lives in settings traditionally marked by "either/or" literacy education boundaries, such as either "reading instructor" or "writing instructor" and either "high school teacher" or "college professor." We are all part of the conversation.

Although some critics have argued that the standards are "extremely vague" and "offer no concrete recommendations about what students ought to learn and when" (Shanker, 1996, p. 7) and are "a bowl of mush" (Fry, 1996, p. 40), other educators, such as Pearson (1996), argue that "standards at this level of generality point toward some plausible performance standards (for example, that students should read some specific number of books in different genres), some possible curriculum standards (that students should receive a curriculum in which variety and choice in reading are nurtured), and some potential resource standards (that the school should actually possess a library that makes such a variety available)" (p. 8).

Since the development and publication of the *Standards for the English Language Arts* has the potential to be a significant influence for educators in college environments, it behooves us to focus our attention on the spirit of the document. So, in light of the fact that the standards are not competency statements with clearly specified objectives that have explicitly stated measurable performance levels, how do the standards inform us about best practices for the teaching of life-long literacy? What do the standards tell us about literacy education today? To answer this question, two key topics will be addressed: the content of the standards and their implications for teaching college-level students in developmental reading and writing classrooms.

The Content of the Standards for the English Language Arts

According to their authors (IRA/NCTE, 1996), the standards were developed with a learner-centered model of language learning representing

three dimensions of language learning: content, purpose, and development. The *content* dimension elaborates what students should know and be able to do with the English language

National Standards

arts. This includes knowledge of spoken, visual, and written texts and of the processes involved in creating, interpreting, and critiquing such texts. The *purpose* dimension articulates why students use the language arts -- that is, the ends to which we direct our literacy practices. And the *development* dimension focuses on how students grow as language users. (p. 4)

Using this model as a guide, the writers of the standards articulate twelve key statements that, the writers caution, should be read as a whole.

In summary, the standards broaden past definitions of the purposes of the English language arts and student uses of text to include a "wide variety of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment" (as noted in Standard 1, NCTE/IRA, p. 25) and to use "a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge" (as noted in Standard 8, NCTE/IRA, p. 25). What is significant in the standards, as re-emphasized in Standards 4 and 12, is that the language arts must include not only spoken and written language but visual language as well. It is clear from these standards that all students need to be proficient users of the technological tools available for communication and research for school and work-related tasks and the fulfillment of personal goals. In other words, not only do students need to know how to read traditional printed text, they need to know how to work with computers and other forms of media, including graphics and electronic text for communicating their ideas.

Furthermore, it is clear from the standards that students need exposure to a wide variety of texts representing a wide variety of genres from a wide variety of cultures. For instance, Standard 2 states that "Students read a wide variety of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience" (NCTE/IRA, 1996, p. 25). The vision is that students will gain a deep understanding not only about our own culture but also of the global society we live in. These standards are in line with the National Education Goals 2000 vision that "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship"

National Standards

(National Education Goals Report, 1991, p. 62). In order to compete, work, live, and participate in a global economy, adults will need not only the technological expertise for communication but will also need an understanding of the cultures that shape the patterns of social interaction in our global networks.

Although there are many ways to learn about diverse cultures and human experiences, literary text can afford students the opportunity for learning about the social, psychological, geographic, and religious experiences that shape cultural identity.

Reiterated throughout the standards is the emphasis on critical thinking, creativity in language use, and strategic learning. For instance, Standard 3 states, "Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts;" Standard 5 articulates, "Students employ a wide range of strategies as they write and use different process elements appropriately to communicate with different audiences and for different purposes;" and Standard 11 states, "Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities (NCTE/IRA, 1996, p. 25). Both reading comprehension processes and writing processes are addressed in light of the complexity and creativity of problem solving, discovery, inquiry, and communication with a variety of audiences; Standard 7 extends this line of thinking to highlight the importance of research and problem solving, particularly in using a variety of sources (noted as "print and non-print texts, artifacts, people" (NCTE/IRA, 1996, p. 25)) for working with and communicating knowledge. Therefore, it is clear from the standards that the role of literacy instruction is to promote critical thought, creativity, and clear communication. In addition, from a developmental perspective the standards acknowledge the importance of the use of textual conventions (i.e. spelling and punctuation, as noted in Standard 6); however, the purpose of learning such conventions is for clear communication.

The standards both raise and answer questions about diversity issues pertinent to the language backgrounds of American students. Standard 9 states, "Students develop an understanding of and respect for diversity of language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles," and Standard 10 states, "Students whose first language is not English make

use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum" (NCTE/IRA, 1996, p. 25). The position that is advocated in these standards is that students whose first language is not English should have the academic support for learning content areas in their first language while they are developing proficiency in English; yet social interaction with English-speaking students is vital for the development of English proficiency. The standards document advises that instruction and academic support for these learners, then, should include careful consideration of the learner's social and academic background.

Implications for College Readers and Writers

The publication of the *Standards for the English Language Arts* (NCTE/IRA, 1996) has been supplemented with the publication of four related texts devoted to the standards in practice, each of the four specific to grade levels. Smagorinsky's (1996) *Standards in Practice Grades 9-12* is a resource book that illustrates how the standards play out in English classrooms. The illustrations provide a rich description of many instructional choices: reader response; personal narratives; the use of the Internet, the World Wide Web, and other emerging computer technologies; the use of other media, including paintings, film, and dance; the use of journals; the use of classics and cultural mythology; and the use of research, to name a few. This text also serves as a rich resource of other professional teaching texts in the field of the English language arts. Although the illustrations and resources describe high school classrooms, many of the teaching suggestions could be utilized in entry-level college English courses.

However, unlike the texts in print, the conversation about best instructional literacy practices for college classrooms has yet to be published. At the time of this writing, the College Reading and Learning Association's Task Force on Standards, which was formed to participate as a focus group to review the drafts of the standards for the English language arts, has begun to look at the implications of the standards for developmental readers and writers. During conversations about the implications of the standards for college learners, three themes have emerged: the generic application of the standards for college settings, the unique populations in developmental education, and the role of academic literacy.

The Generic Application of the Standards

As a statement of philosophy about teaching and learning literacy processes in developmental education courses, the *Standards for the English Language Arts* (NCTE/IRA, 1996) aptly apply. Without a doubt college readers and writers must be critical readers, creative and strategic in using a variety of texts, and clear in communicating their ideas. Furthermore, the emerging computer technologies, including the Internet, the World Wide Web, online discussion groups, databases, libraries available via computer, and the technological tools for writing and revising papers and projects, will be the standard tools for college readers and writers for these are and will be the tools for success not only in college but also in the workplace. A National Center for Education Statistics (1995) survey indicated that in 1993 more than two thirds of all first and second grades in the United States used a computer either at home or in school; 59% of these students used a computer at school. These are tomorrow's college students.

Versatility in reading and writing a wide variety of texts for a variety of purposes is also a key goal for college learners; from recent research about the literacy practices of students in twelfth grade, this goal will continue to exist. The National Assessment of Educational Progress' 1994 survey of the reading proficiency of twelfth grade students found a decline in reported scores from 1992. Student ability in reading for literary experience, reading to gain information, and reading to perform a task was assessed, and in all three areas scores declined (NCES, 1996).

In addition, in response to the changing demographics of the population of the United States, particularly in the ratio of non-English speakers to English speakers, college instructors will need to consider the multiethnic, multidialect backgrounds of the learners in their classrooms. This is happening now. Diversity in college developmental education circles, though, encompasses not just diversity of culture, but also diversity in learning styles, diversity in the range of learning ability, and diversity in academic, economic, and social backgrounds. Creating appropriate instruction for all learners is certainly a key goal. Yet, in spite of the general agreement of college developmental educators that the standards generically apply to their classrooms, the issue of diversity is one that must be addressed more fully in

standards for college learners.

The Unique Populations In College Developmental Education Programs

Although the standards do address issues of diversity, the CRLA Task Force on Standards has noted that an elaboration of the standards is needed to address diversity issues unique to college populations, particularly those in developmental education programs. Historically, open door admission policies, the re-education of the workforce, and student retention goals on college campuses afforded students from many diverse backgrounds access to a college education. Therefore, to ensure that students succeeded, academic services, counseling, and a variety of entry-level courses were created on many college campuses; as a result, learning assistance centers and academic support programs were formed and institutionalized.

Consequently, a marked difference between literacy learning in K-12 settings and literacy learning in postsecondary developmental education settings is one of diversity. As noted by Maxwell (1994), "Today's colleges are characterized by diversity -- both institutional diversity and student diversity to a greater extent than ever before... Current students differ not only in ability and academic preparation, but in age and maturity, social background, ethnicity, language, and in psychological preparation for college" (p. iii).

The Role of Academic Literacy

Also unique to the purposes and activities of college learning assistance programs is the role of academic literacy. As a construct, the definition of literacy emerges in the context in which it is used. In other words, what counts as "being literate" depends on the tasks one is expected to know and be able to do in that cultural and social context. To be literate in a college setting requires acquired skills unique to the tasks one is expected to be able to do in college classes, such as reading college texts, writing academic discourse, participating in class discussions about class readings, and taking tests.

Although academic literacy is often a means to an end (i.e. getting a college degree opens the door to a variety of professional experiences), it is often a rite of passage. Although reading college

National Standards

textbooks and taking objective or essay tests preoccupies much of the college student's time, such literacy tasks are rarely repeated with the intensity and frequency required during college for success later in life. To the contrary, many of the literacy tasks required in workplace settings are not characterized as academic. However, if a student has difficulty with the academic literacy tasks in college, the student will often drop out.

The standards for the English language arts emphasize that readers and writers need to be strategic and to be able to work with a wide variety of texts. In one sense, academic literacy is addressed in this goal. However, since the role of academic literacy is paramount to the continued success of students in both K-12 settings and college settings, literacy standards for college learners would need to include what these students should know and be able to do.

Conclusion


In sum, the *Standards for the English Language Arts* (NCTE/IRA, 1996) is a testimony to the hard work and vision of many of today's educators in articulating a shared perspective about what is important for literacy classrooms in the United States. Although the domain of the standards was limited to K-12 classrooms, the standards have broad implications for life-long literacy, including the literacy tasks required by adults in college and workplace settings. However, the job in articulating a shared vision of what college students should know and be able to do is not complete. In fact, the conversation has just begun.

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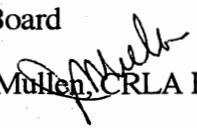
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UNIVERSITY OF NORTHERN COLORADO

SCHOOL FOR THE STUDY OF TEACHING AND TEACHER EDUCATION
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Albuquerque, NM
ATTACHMENT 
page
49 1996
CRLA Board Meeting

MEMO

TO: CRLA Board
FROM: Jo-Ann Mullen, CRLA Elections Chair 
DATE: September 17, 1996
RE: Annual Report - Elections Committee

The 1995-96 Elections Committee was composed of:

Jo-Ann Mullen, Colorado, Chair
Karen Agee, Iowa
Tom Gier, Alaska
Richard Holdredge, California
Linda St. Clair, New Mexico
Gail Platt, Texas

The committee was charged with presenting two candidates to the CRLA Board for President-Elect and for Treasurer. These candidates were:

President-Elect: Theria Beverly
Kathy Carpenter
Treasurer: Janet Eddy
Sylvia Mioduski

The Elections Chair carried out the balloting process, as charged, tabulated the total votes, and informed the President of the election results in February, 1996.

The results of the election were:

President-Elect: Kathy Carpenter
Treasurer: Sylvia Mioduski



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THE UNIVERSITY OF TEXAS AT ARLINGTON

CRLA Board Meeting

September 23, 1996

Dr. Patricia Mulcahy-Ernt
School of Education and Human Resources
South Hall
University of Bridgeport
Bridgeport, CT 06601

Dear Dr. Mulcahy-Ernt:

I would like to take this opportunity to formally accept the office of CRLA Certification Co-Chair and to introduce myself.

I work as the Coordinator of SOAR Cost-Share Tutorial and SOAR TASP Test Preparation Reviews at the University of Texas at Arlington. I became interested in CRLA Tutor Certification during the Seattle Conference in 1989. In August 1993, the SOAR Programs (Cost-Share and SOAR Student Support Services) were certified at all three levels. Shortly after we were certified, Dr. Karen Hancock invited me to become an evaluator. Last year, Dr. Hancock referred to the SOAR Programs as being "one of the top ten certified programs in the nation."

It has been both professionally rewarding and fun to be part of a growing movement to strengthen and improve the whole tutoring process. Students, tutors and professional staff all seem to benefit from the professional standards and recognition that CRLA Certification imparts.

Gladys Shaw and I have always worked well together. I feel confident that our certification team will do an admirable job for CRLA. I am looking forward to meeting you at the Albuquerque conference.

Sincerely,

A handwritten signature in black ink that reads "Robin Melton". The signature is written in a cursive, flowing style.

Robin Melton
CRLA Certification Co-Chair

SOAR
COST-SHARE

Annual Report of the
International Tutor Certification Program
of the College Reading and Learning Association

Fall, 1996

Presented by

Gladys R. Shaw and Robin Melton
Coordinators

Report of the International Tutor Certification Program

Since March, 1989 a total of 269 college and university tutorial programs have received national tutor certification through CRLA. At August 26, 1996, 19 programs have been decertified and 11 are pending new certification. Over 639 tutor programs throughout the US and Canada have received tutor certification packets and have begun the certification process. 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.

The College Reading and Learning Association's Tutor Training Handbook is now available. Two hundred copies of this publication had been sold as of August 20, 1996, and a second printing is in progress.

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

Transition, Committee Positions, and Changes

The CRLA International Tutor Certification Program has been completely transitioned to the new coordinators. Due to the costs and inconvenience keeping records in a location separate from the Coordinators, the records will be maintained with Gladys Shaw. This is in keeping with the situation previously existing with Tom Gier and Karan Hancock. The new coordinators will make the 1996 conference presentation. The application packet has been revised for simplification and increased emphasis on cross-referenced documentation. We have added a self-assessment to the application packet to assist potential applicants with a readiness check. The evaluator's form has been

reformatted. These changes were primarily due to the differences in computer software from Apple to IBM Compatible.

Additionally, a "Fact Sheet" has been developed to give interested professionals a quick overview of the program.

Future Goals

1. Conduct a poster session on Certification at the Texas Conference for Academic Support Programs jointly sponsored by TADE and CRLA.
2. Distribute applications and fact sheets, and solicit evaluators at CRLA, CASP, NADE, ACPA, and National Tutoring Association.
3. Contribute one or more articles to both the Tutoring SIG Newsletter and the CRLA Newsletter.
4. Conduct a Certification session at the annual CRLA Conference.
5. Conduct a meeting of evaluators and others interested in the certification program at the annual conference.
6. Submit a list of evaluators for appreciation certificates.
7. Continue the ongoing process of responding to requests for information, and evaluating new and continuing certifications requests.

CRLA INTERNATIONAL TUTOR CERTIFICATION **LIST OF CERTIFIED PROGRAMS**

The following is an updated, 8/30/96, listing of the colleges and universities that have received CRLA tutor certification, their period of certification and whether they need to have a three year renewal (Renew) or a five year recertification (Recert) at the end of their certification period. [Note: an asterisk indicates that a program is in the process of being recertified.]

- 1) University of Nebraska at Kearney, Kearney, NE: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 2) Univ. of Texas at El Paso, El Paso, TX: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 3) University of Montana, Missoula, MT: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 4) University of Alaska, Anchorage's Eng Dept, Anchorage, AK: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 5) University of Alaska, Anchorage's Learning Center, Anchorage, AK: Regular level. (6/30/98 Recert)
- 6) University of New Mexico, Albuquerque, NM: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 7) Eastern New Mexico University, Portales, NM: Regular, Advanced and Master levels. (6/30/2000 Recert)
- 8) Fairmont State, Fairmont, W. VA: Regular and Advanced levels. (6/30/98 Recert)
- 9) Leland High School, San Jose, CA: Regular level and CRLA "MODEL HIGH SCHOOL TUTOR PROGRAM." (6/30/98 Recert)
- 10) Endicott College, Beverly, MA: Regular and Advanced levels. (6/30/99 Recert)
- 11) Chaminade University of Honolulu, Honolulu, HI: Regular, Advanced and Master levels. (6/30/98 Recert)
- 12) West Hills College, Coalinga, CA: Regular and Advanced levels. (6/30/99 Recert)
- 13) Pfeiffer College, Misenheimer, NC: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 14) Yukon College, Whitehorse, Yukon, Canada: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 15) Maysville Community College, Maysville, KY: Regular level. (DECERTIFIED 10/16/94)
- 16) Tulane University, New Orleans, LA: Regular and Advanced levels. (6/30/99 Recert)

- 17) Southern Alberta Institute of Technology, Calgary, Alberta, Canada: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 18) Chemeketa Community College, Salem, Oregon: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 19) Louisiana State University, Student Support Services Program, Baton Rouge, LA: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 20) Windward Community College, Kaneohe, HI: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 21) Kenai Peninsula College, Kenai, AK: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 22) Kachemak Bay Branch, Kenai Peninsula College, Homer, AK: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 23) Casper College, Casper, WY: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 24) Pima Community College, East Campus, Tucson, AZ: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 25) Northern Essex Community College, Haverhill, MA: Regular level. (6/30/99 Recert)
- 26) Wayne State College, Wayne, NE: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 27) Sonoma State University, Rohnert Park, CA: Regular level. (6/30/99 Recert)
- 28) New Mexico State University, Las Cruces, NM: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 29) Glendale Community College, Glendale, CA: Regular and Advanced. (6/30/99 Recert)
- 30) Schreiner College, Kerrville, TX: Regular level. (6/30/99 Recert)
- 31) Austin College, Sherman, TX: Regular and Advanced. (6/30/99 Recert)
- 32) University of Vermont, Burlington, VT: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 33) Oakton Community College, Des Plaines, IL: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 34) Ricks College Tutoring Center, Rexburg, ID: Regular and Advanced level. (6/30/99 Recert)
- 35) Ricks College Reading Lab, Rexburg, ID: Regular, Advanced and Master. (6/30/99 Recert)
- 36) Idaho State University - Developmental Mathematics, Pocatello, ID: Regular and Advanced levels. (6/30/99 Recert)
- 37) Idaho State University - Writing Lab, Pocatello, ID: Regular and Advanced levels. (6/30/99 Recert)

- 38) Fresno City College, Fresno, CA: Regular and Advanced levels. (6/30/99 Recert)
- 39) Lakeland College, Vermilion, AB, Canada: Regular level. (6/30/99 Recert)
- 40) Miami University, Oxford Ohio: Regular level. (DECERTIFIED 9/17/91)
- 41) University of Hawaii at Manoa, Honolulu, HI: Regular level. (DECERTIFIED 10/16/94)
- 42) Paradise Valley Community College, Phoenix, AZ: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 43) Mankato State University, Mankato, MN: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 44) Mendocino College, Ukiah, CA: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 45) Northeast Texas Community College, Mt. Pleasant, TX: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 46) University of Texas at Austin, Austin, TX: Regular and Advanced levels. (6/30/2000 Recert)
- 47) Ashland Community College, Ashland, KY: Regular level. (DECERTIFIED 11/18/95)
- 48) Campbellsville College, Campbellsville, KY: Regular level. (DECERTIFIED 8/3/92)
- 49) Eastern Kentucky University, Richmond, KY: Regular level. (DECERTIFIED 8/3/92)
- 50) Hazard Community College, Hazard, KY: Regular level. (DECERTIFIED 11/18/95)
- 51) Morehead State University, Operation Graduation, Morehead, KY: Regular level. (DECERTIFIED 8/3/92)
- 52) Pikeville College, Pikeville, KY: Regular level. (DECERTIFIED 8/3/92)
- 53) Prestonsburg Community College, Prestonsburg, KY: Regular level. (DECERTIFIED 8/3/92)
- 54) Somerset Community College, Somerset, KY: Regular level. (DECERTIFIED 8/3/92)
- 55) Southeast Community College, Cumberland, KY: Regular level. (DECERTIFIED 8/3/92)
- 56) Sue Bennett College, London, KY: Regular level. (DECERTIFIED 8/3/92)
- 57) Western Kentucky University, Bowling Green, KY: Regular level. (DECERTIFIED 8/3/92)
- 58) Pacific Lutheran University, Tacoma, WA: Regular and Advanced levels. (6/30/2000 Recert)
- 59) Massachusetts Bay Community College, Wellesley Hills, MA: Regular, Advanced, and Master levels. (DECERTIFIED 11/18/95)
- 60) Des Moines Area Community College, Ankeny, IA: Regular and Advanced levels. (6/30/2000 Recert)

- 61) Adirondack Community College, Queensbury, NY: Regular level. (DECERTIFIED 8/3/92)
- 62) California State University, Los Angeles, CA: Regular level. (6/30/2000 Recert)
- 63) GateWay Community College, Phoenix, AZ: Regular, Advanced, and Master levels. (DECERTIFIED 11/18/95)
- 64) Modesto Junior College, Modesto, CA: Regular level. (6/30/2000 Recert)
- 65) Black Hawk College, Moline, IL: Regular level. (6/30/2000 Recert)
- 66) Rock Valley College, Rockford, IL: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 67) Central Washington University, Ellensburg, WA: Regular and Advanced levels. (6/30/2000 Recert)
- 68) Wilmington College, Wilmington, OH: Regular level. (6/30/2000 Recert)
- 69) St. Ambrose University, Davenport, IA: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 70) Central Arizona College, Coolidge, AZ: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 71) University of Northern Colorado, Greeley, CO: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 72) University of Houston, Houston, TX: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 73) Sheridan College, Sheridan, WY: Regular and Advanced levels. (6/30/2000 Recert)
- 74) Kingwood College, Kingwood, TX: Regular, Advanced, and Master levels. (6/30/2000 Recert)
- 75) University of Southern California, University Park Campus, Los Angeles, CA: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 76) Morehead State University, Special Services/Academic Services, Morehead, KY: Regular level. (6/30/2001 Recert)
- 77) State University of New York at Plattsburgh, Plattsburgh, NY: Regular, Advanced, and Master levels. (6/30/97 Recert)
- 78) York Technical College, Rock Hill, SC: Regular level. (6/30/97 Recert)
- 79) Colorado State University, Fort Collins, CO: Regular and Advanced levels. (6/30/2001 Recert)
- 80) Navajo Community College, Tsaile, AZ: Regular, Advanced, and Master levels. (6/30/96 Recert)

- 81) Slippery Rock University, Slippery Rock, PA: Regular level. (6/30/2001 Recert)
- 82) The University of Akron/Wayne College, Orrville, OH: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 83) College of Charleston, Writing Lab, Charleston, SC: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 84) University of Houston, The Challenger Program, Houston, TX: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 85) Louisiana State University, Learning Assistance Center Tutor Program, Baton Rouge, LA: Regular and Advanced levels. (6/30/2001 Recert)
- 86) Brigham Young University, Provo, UT: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 87) College of Charleston, Languages Tutoring Lab, Charleston, SC: Regular level. (6/30/2001 Recert)
- 88) College of Charleston, Math Lab, Charleston, SC: Regular level. (6/30/2001 Recert)
- 89) Austin Community College, Northridge, Austin, TX: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 90) University of Southern Indiana, Academic Skills, Writing Workshop, Evansville, IN: Regular level. (6/30/2001 Recert)
- 91) University of Southern Indiana, Academic Skills, Math Clinic, Evansville, IN: Regular level. (6/30/2001 Recert)
- 92) University of Southern Indiana, Academic Skills, Learning Center, Evansville, IN: Regular level. (6/30/96 Recert) Does not want to recertify.
- 93) Boise State University, Boise, ID: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 94) Jamestown Community College, Olean, NY: Regular and Advanced levels. (6/30/2001 Recert)
- 95) Austin Community College, Southwest Campus, Austin, TX: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 96) Southern Virginia College For Women, Peer Tutoring Program, Buena Vista, VA: Regular level. (6/30/96 Recert)
- 97) Hesser College, Manchester, NH: Regular level. (6/30/2001 Recert)
- 98) Tyler Junior College, Tyler, TX: Regular level. (6/30/2001 Recert)
- 99) Wayne State University, Detroit, MI: Regular, Advanced, and Master levels. (6/30/2001 Recert)
- 100) University of Arkansas, Fayetteville, AR: Regular level. (6/30/96 Recert)

- 101) Missouri Western State College, St. Joseph, MO: Regular, Advanced, and Master levels. (6/30/96 Recert)
- 102) Columbia College, Disabled Student Services & Programs, Columbia, CA: Regular and Advanced levels. (6/30/2001 Recert)
- 103) Columbia College, Learning Skills Center, Columbia, CA: Regular and Advanced levels. (6/30/2001 Recert)
- 104) Briar Cliff College, Sioux City, IA: Regular level. (6/30/96 Recert)
- 105) St. Edward's University, Austin, TX: Regular, Advanced, and Master levels. (6/30/96 Recert)
- 106) Ventura College, Ventura, CA: Regular level. (6/30/96 Recert)
- 107) Minneapolis Community College, Minneapolis, MN: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 108) Wake Forest University, Winston-Salem, NC: Regular level. (6/30/97 Renew)
- 109) Boston College, Learning Resources For Student Athletes, Chestnut Hill, MA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 110) University of Wisconsin-River Falls, River Falls, WI: Regular level. (6/30/97 Renew)
- 111) Saint Xavier University, Chicago, IL: Regular level. (6/30/97 Renew)
- 112) Albuquerque Technical -Vocational Institute, Albuquerque, NM: Regular and Advanced levels. (6/30/97 Renew)
- 113) Harding University, Searcy, AK: Regular level. (6/30/97 Renew)
- 114) University of Houston-Downtown, Houston, TX: Regular level. (DECERTIFIED 10/16/94)
- 115) University of Pittsburgh, Pittsburgh, PA: Regular and Advanced levels. (6/30/97 Renew)
- 116) Weber State University, Student Support Services, Ogden, UT: Regular and Advanced levels. (6/30/97 Renew)
- 117) Dona Ana Branch Community College, Las Cruces, NM: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 118) Mt. Hood Community College, Gresham, OR: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 119) Rutgers University, New Brunswick, NJ: Regular and Advanced levels. (6/30/98 Recert)
- 120) Suffolk University, Boston, MA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 121) Cedar Valley College of the Dallas County Community College District, Dallas, TX: Regular and Advanced levels. (6/30/2001 Recert)

- 122) King's College, Wilkes-Barre, PA: Regular level. (6/30/97 Renew)
- 123) Dona Ana Branch Community College, Tutorial Services, Las Cruces, NM: Regular level. (6/30/97 Renew)
- 124) Dona Ana Branch Community College, Adult Basic Education Tutor Program, Las Cruces, NM: Regular level. (6/30/97 Renew)
- 125) Boston College, Academic Development Center Tutoring Program, Chestnut Hill, MA: Regular and Advanced levels. (6/30/97 Renew)
- 126) Patrick Henry Community College, Student Support Services Tutoring Program, Martinsville, VA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 127) Quinnipiac College, Learning Resources Center, Hamden, CT: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 128) The Citadel, The Writing Center, Charleston, SC: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 129) McLennan Community College, Support Services, Program, Waco, TX: Regular level. (DECERTIFIED 10/16/94)
- 130) Bronx Community College of the City University of New York, PASS Center, Bronx, NY: Regular level. (6/30/97 Renew)
- 131) University of New Hampshire at Manchester, the Learning Center's Tutor Training Program, Manchester, NH: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 132) University of Findlay, English 130: Writing Lab Practicum, Findlay, OH: Regular and Advanced levels. (6/30/97 Renew)
- 133) Muhlenberg College, Peer Tutoring Program, Allentown, PA: Regular level. (6/30/97 Renew)
- 134) Washington State University, Pullman, WA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 135) Salt Lake Community College, Salt Lake City, UT: Regular and Advanced levels. (6/30/97 Renew)
- 136) The University of Charleston, Charleston, WV: Regular level. (6/30/97 Renew)
- 137) Weber State University, Tutoring Services, Ogden, UT: Regular, Advanced and Master levels. (6/30/97 Renew)
- 138) Oxnard College, Oxnard, CA: Regular level. (6/30/97 Renew)
- 139) Brigham Young University-Hawaii, Laie, HI: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 140) Northern Arizona University, Flagstaff, AZ: Regular, Advanced, and Master levels. (6/30/97 Renew)

- 141) Valley City State University, Valley City, ND: Regular level. (DECERTIFIED 10/16/94)
- 142) University of Pittsburgh, Learning Skills Center, Pittsburgh, PA: (6/30/97 Renew)
- 143) Jackson State Community College, Academic Assistance Center Tutor Program, Jackson, TN: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 144) Loyola University Chicago, Chicago, IL: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 145) University of Texas at Arlington, Arlington, TX: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 146) Garden City Community College, Garden City, KS: Regular and Advanced levels. (6/30/97 Renew)
- 147) Bakersfield College, Bakersfield, CA: Regular and Advanced levels. (6/30/98 Recert)
- 148) University of New England, Biddeford, ME: Regular and Advanced levels. (6/30/98 Recert)
- 149) Appalachian State University, Boone, NC: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 150) North Seattle Community College, Seattle, WA: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 151) St. Louis Community College at Florissant Valley, St. Louis, MO: Regular level. (6/30/98 Recert)
- 152) East Central University, Ada, OK: Regular and Advanced levels. (6/30/98 Recert)
- 153) University of Massachusetts at Lowell, Lowell, MA: Regular and Advanced levels. (6/30/98 Recert)
- 154) Clovis Community College, Clovis, NM: Regular level. (6/30/98 Recert)
- 155) St. Philip's College, San Antonio, TX: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 156) University of Arizona, Learning Center Tutor Program, Tucson, AZ: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 157) South Plains College, Levelland, TX: Regular level. (6/30/98 Recert)
- 158) Trenton State College, Trenton, NJ: Regular and Advanced levels. (6/30/98 Recert)
- 159) Peace College, Raleigh, NC: Regular level. (6/30/98 Recert)
- 160) Northeastern Junior College, Sterling, CO: Regular level. (6/30/98 Recert)
- 161) Johnson County Community College, Overland Park, KS: Regular and Advanced levels. (6/30/98 Recert)

- 162) Bradford College, Bradford, MA: Regular and Advanced levels. (6/30/98 Recert)
- 163) San Diego State University, San Diego, CA: Regular level. (6/30/98 Recert)
- 164) Miami University, Oxford, OH: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 165) Franklin University, Columbus, OH: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 166) Monroe County Community College, Monroe, MI: Regular and Advanced levels. (6/30/98 Recert)
- 167) Long Island University, Brooklyn Campus, Brooklyn, NY: Regular level. (6/30/98 Recert)
- 168) Seward County Community College, Liberal, KS: Regular and Advanced levels. (6/30/98 Recert)
- 169) Lake Tahoe Community College, S. Lake Tahoe, CA: Regular level. (6/30/98 Recert)
- 170) Cabrillo College, EOPS Tutorial Program, Aptos, CA: Regular and Advanced levels. (6/30/98 Recert)
- 171) University of Akron, Dept. of Dev. Ed. - Tutorial Program, Akron, OH: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 172) Triton College, Learning Assistance Center, River Grove, IL: Regular and Advanced levels. (6/30/98 Recert)
- 173) Paine College, Tutorial and Enrichment Center, Augusta, GA: Regular and Advanced levels. (6/30/98 Recert)
- 174) Lorain County Community College, The Individualized Learning Support Center, Elyria, OH: Regular level. (6/30/98 Recert)
- 175) Nyack College, Office of Academic Development Tutoring Program, Nyack, NY: Regular level. (6/30/98 Recert)
- 176) New Hampshire Technical College, CACD Peer Tutoring Program, Berlin, NH: Regular level. (6/30/98 Recert)
- 177) Linn-Benton Community College, Tutoring Program, Albany, OR: Regular level. (6/30/98 Recert)
- 178) Middle Tennessee State University, Developmental Studies Tutoring Program, Murfreesboro, TN: Regular level. (6/30/98 Recert)
- 179) Southwest Texas State University, Student Learning Assistance Center, San Marcos, TX: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 180) State Technical Institute at Memphis, DUCKS Peer Tutoring Program, Memphis, TN: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 181) Baker College of Flint, Learning Support Center, Flint, MI: Regular, Advanced, and Master levels. (6/30/96 Renew)

- 182) University of Massachusetts - Amherst, Learning Resource Center, Amherst, MA: Regular and Advanced levels. (6/30/99 Recert)
- 183) The Learning Center at Lesley College, Programs A and B, Cambridge, MA: Regular and Advanced levels. (6/30/99 Recert)
- 184) Muskingum Area Technical College, Peer Tutoring Program, Zaneville, OH: Regular and Advanced levels. (6/30/99 Recert)
- 185) Kapi'olani Community College, Learning Assistance Center, Honolulu, HI: Regular level. (6/30/99 Recert)
- 186) University of Minnesota - Duluth, Tutoring Program, Duluth, MN: Regular and Advanced levels. (6/30/99 Recert)
- 187) Arizona State University-West, Learning Enrichment Center, Student Support Services Program, Phoenix, AZ: Regular and Advanced levels. (6/30/99 Recert)
- 188) Antelope Valley College, Integrated Learning Center Program, Lancaster, CA: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 189) Fisk University, Hughes Science Learning Center/Scholars Academic Mastery Tutor Program, Nashville, TN: Regular level. (6/30/99 Recert)
- 190) Blackburn College, Tutor/SI Program, Carlinville, IL: Regular and Advanced levels. (6/30/99 Recert)
- 191) Blackburn College, Writing Assistants Program, Carlinville, IL: Regular and Advanced levels. (6/30/99 Recert)
- 192) Southern Illinois University at Carbondale, Tutor Training Program, Writing Center, Carbondale, IL: Regular and Advanced levels. (6/30/96 Renew)
- 193) Rose State College, Student Services Tutoring Program, Midwest City, OK: Regular level. (6/30/99 Recert)
- 194) US Coast Guard Academy, Peer Tutor Program, New London, CT: Regular level. (6/30/99 Recert)
- 195) Kent State University, Mathematics Tutoring Program, Kent, OH: Regular level. (6/30/96 Renew)
- 196) Kent State University, Reading/Study Skills Tutoring Program, Kent, OH: Regular level. (6/30/99 Recert)
- 197) Harding University, Student Support Services Tutor Training Program, Searcy, AK: Regular and Advanced levels. (6/30/99 Recert)
- 198) Rocky Mountain, Services for Academic Success, Billings, MT: Regular level. (6/30/99 Recert)
- 199) California Polytechnic State University, Engineering Technical Study Center, San Luis Obispo, CA: Regular, Advanced, and Master levels. (6/30/99 Recert)

- 200) Joint School District #251, Tutorial Staff of Migrant & Chapter One Tutors, Rigby, ID: Regular and Advanced levels. (6/30/96 Renew)
- 201) Joint School District #251, High School Cross Age Tutors, Rigby, ID: Regular and Advanced levels. (6/30/96 Renew)
- 202) University of Northern British Columbia, Learning Skills Centre Tutoring Program, Prince George, BC, Canada: Regular level. (6/30/99 Recert)
- 203) California State Polytechnic University, Educational Opportunity Program, Pomona, CA: Regular level. (6/30/99 Recert)
- 204) Rider University, Learning Center Education Enhancement Program, Lawrenceville, NJ: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 205) Augustana College, First Year Experience Academic Associates, Sioux Falls, SD: Regular level. (DECERTIFIED 4/25/96)
- 206) Augustana College, Writing Center, Sioux Falls, SD: Regular level. (6/30/99 Recert)
- 207) Johnson State College, Academic Support Services, Learning Resource Center, Johnson, VT: Regular level. (6/30/99 Recert)
- 208) Indiana University Northwest, The Occupational Development Program, Gary, IN: Regular level. (6/30/99 Recert)
- 209) Western Nevada Community College, Tutorial Program - Carson City Campus, Carson City, NV: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 210) Assumption College, Academic Support Center, Worcester, MA: Regular and Advanced levels. (6/30/96 Renew)
- 211) Eastern Wyoming College, Learning Skills Lab Tutor Program, Torrington, WY: Regular level. (6/30/99 Recert)
- 212) St. Norbert College, Academic Mastery Program, De Pere, WI: Regular and Advanced levels. (6/30/99 Recert)
- 213) Baltimore City Community College, Tutoring Programs for Developmental Courses in Math, Reading, Writing, Baltimore, MD: Regular level. (6/30/96 Renew)
- 214) Clemson University, Student Athlete Enrichment Programs, Clemson, SC: Regular level. (6/30/99 Recert)
- 215) Ohio University, Program of Supplemental Instruction, Athens, OH: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 216) Lewis University, Tutorial Services, Romeoville, IL: Regular level. (6/30/96 Renew)
- 217) Medical College of Pennsylvania and Hahnemann University, Student Resource Center, Philadelphia, PA: Regular level. (6/30/99 Recert)
- 218) Newbury College, Academic Resource Center, Brookline, MA: Regular level. (6/30/99 Recert)

- 219) Brookhaven College, Special Services Tutoring - Project Excel, Farmers Branch, TX: Regular level. (6/30/99 Recert)
- 220) North Carolina State University, The Undergraduate Studies Tutorial Center, Raleigh, NC: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 221) Macomb Community College, The Tutorial Program, Clinton TWP, MI: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 222) Sullivan County Community College, Center for Learning Assistance, Loch Sheldrake, NY: Regular level. (6/30/99 Recert)
- 223) St. Cloud State University, Academic Learning Center Tutor Program, St. Cloud, MN: Regular and Advanced levels. (6/30/97 Renew)
- 224) Montana State University, Advance By Choice, Bozeman, MT: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 225) University of Maine, Onward Tutor Program, Orono, Maine: Regular level. (6/30/97 Renew)
- 226) Dean College, Writing Center Tutors, Franklin, Maine: Regular level. (6/30/97 Renew)
- 227) Xavier University, Learning Assistance Program's Trained Tutors, Cincinnati, OH: Regular level. (6/30/97 Renew)
- 228) MSUCorps, Morehead State University, Academic Services Center, Morehead, KY: Regular level. (6/30/97 Renew)
- 229) Milwaukee Area Technical College, Tutoring Center, Milwaukee, WI: Regular and Advanced levels. (6/30/97 Renew)
- 230) University of Scranton, Learning Resources Center, Scranton, PA: Regular level. (6/30/97 Renew)
- 231) Three Rivers Community -Technical College, Peer Tutoring Program, Norwich, CT: Regular level. (6/30/97 Renew)
- 232) Middlesex Community -Technical College, Tutoring Center, Middlesex, CT: Regular level. (6/30/97 Renew)
- 233) University of New Hampshire, Subject Area Tutoring Program, Durham, NH: Regular level. (6/30/97 Renew)
- 234) University of Miami, Athletic Department, Academic Support Program, Coral Gables, FL: Regular level. (6/30/97 Renew)
- 235) North Hennepin Community College, College Learning Center Peer Tutor Program, Brooklyn Park, MN: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 236) California State Polytechnic University (Cal Poly Pomona), Learning Resource Center, Pomona, CA: Regular level. (6/30/97 Renew)

- 237) Northwest Missouri State University, Talent Development Center, Maryville, MO: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 238) Eastern Arizona College, Aspire Program, Thatcher, AZ: Regular level. (6/30/97 Renew)
- 239) California State University, San Bernardino, Learning Center Tutorial Program, San Bernardino, CA: Regular and Advanced levels. (6/30/97 Renew)
- 240) Utah Valley State College, UVSC Peer Tutoring Program, Orem, UT: Regular and Advanced levels. (6/30/97 Renew)
- 241) New Hampshire College, Learning Center Tutor Training Program, Manchester, NH: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 242) University of Tampa, Academic Center for Excellence, Tampa, FL: Regular level. (6/30/97 Renew)
- 243) Spelman College, Learning Resources Center's Peer Tutor Training Program, Atlanta, GA: Regular level. (6/30/97 Renew)
- 244) Floyd College, Tutors-for-Success, Rome, GA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 245) Utah Valley State College, Math Lab, Orem, UT: Regular level. (6/30/97 Renew)
- 246) University of Texas at Brownsville and Texas Southmost College, Learning Assistance Center Training Program & Student Support Services Tutor Training Program, Brownsville, TX: Regular and Advanced levels. (6/30/97 Renew)
- 247) Rowan College of New Jersey, Tutorial Services, Glassboro, NJ: Regular level. (6/30/97 Renew)
- 248) Montana State University - Northern, Student Support Services Tutorial Program and Academic & Cultural Support Center Tutorial Program, Havre, MT: Regular level. (6/30/97 Renew)
- 249) Piedmont College, Tutorial Center, Demorest, GA: Regular level. (6/30/97 Renew)
- 250) El Camino Community College, Learning Resources Center Tutorial Program, Torrance, CA: Regular and Advanced levels. (6/30/97 Renew)
- 251) Appalachian State University, Upward Bound, Boone, NC: Regular level. (6/30/97 Renew)
- 252) University of Idaho, Tutoring and Academic Center, Moscow, ID: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 253) Widener University, RAS Tutoring Program, Chester, PA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 254) University of Wisconsin-Eau Claire, Academic Skills Center Tutoring, Eau Claire, WI: Regular level. (6/30/99 Recert)
- 255) Walla Walla College, Teaching Learning Center, College Place, WA: Regular, Advanced, and Master levels. (6/30/97 Renew)

- 256) Allegany College, Tutoring Program, Cumberland, MD: Regular level. (6/30/97 Renew)
- 257) St. Lawrence University, Peer Tutor Program, Canton, NY: Regular level. (6/30/97 Renew)
- 258) Mount Ida College, Peer Tutor Program, Newton Center, MA: Regular level. (6/30/97 Renew)
- 259) Utah State University, Learning & Life Skills Center, Logan, UT: Regular level. (6/30/97 Renew)
- 260) Shepherd College, Tutor Training Program & Writing Center, Shepherdstown, WV: Regular and Advanced levels. (6/30/97 Renew)
- 261) Central Arizona College, Aravaipa, Cooperative Learning Center, Winkelman, AZ: Regular level. (6/30/97 Renew)
- 262) Mesa State College, Academic Services Tutoring Program, Grand Junction, CO: Regular level. (6/30/97 Renew)
- 263) Delta College, Peer Mentor Program, University Ctr., MI: Regular level. (6/30/97 Renew)
- 264) Delta College, Tutoring Program, University Ctr., MI: Regular level. (6/30/97 Renew)
- 265) Baptist Bible College, Learning Ctr., Springfield, MO: Regular level. (6/30/97 Renew)
- 266) Everett Community College, Writing Ctr. Tutor Training Program, Everett, WA: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 267) University of TX at Austin, Tutoring Program in the Reading/Writing/Study Skills Lab, Austin, TX: Regular, Advanced, and Master levels. (6/30/97 Renew)
- 268) Howard Community College, Learning Assistance Ctr. Tutoring, Columbia, MD: Regular level. (6/30/97 Renew)
- 269) Southwest State University, Learning Resources Tutor Program, Marshall, MN: Regular, Advanced, and Master levels. (6/30/97 Renew)

NOTE: Eleven programs are pending certification.

International Tutor Certification Program Evaluators

Helen Baril
Juele Blankenburg
Nico Cameron
Kathy Carpenter
Jim Gulledge
Rosa Hall
Suzy Hampton
Dorothy Jefferson
Fran Kahn
Penny Kelley
Robin Melton
Betty J. Myers

Gladys R. Shaw
Maureen Smith
Carmen Springer-Davis
Linda St. Clair
Marion Von
Dorothy Weber
Marilyn White
Karin Winnard
Elaine Wright
Donna Wood
Tom Gier
Karan Hancock

Albuquerque, NM
ATTACHMENT *D*
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CRLA Board Meeting

CURRENT CRLA ITCP EVALUATORS

*Helen Baril, Director
Learning Resources Ctr.
Quinnipiac College
Mt. Carmel Ave.
Hamden, CT 06518

*Juele Blankenburg, Manager
Instructional Support Services
Oakton Community College
1600 E. Golf Rd.
Des Plaines, IL 60016

*Nico Cameron
Eastern New Mexico University
Station 34
Portales, NM 88130

Dr. Kathy Carpenter
Learning Center
University of Nebraska-Kearney
Kearney, NE 68847
(President)

*Jim Gulledge, Director
Wick Sharp Learning Ctr.
Pfeiffer College
Highway 52 North
Misenheimer, NC 28109

*Dr. Rosa Hall
Learning Center
Antelope Valley College
3041 W. Ave. K
Lancaster, CA 93536

*Dr. Suzy Hampton
Educational Opportunity Program
University of Montana
Missoula, MT 59812

*Fran Kahn, Director
Learning Skills Program
244 Commons, Living/Learning
University of Vermont
Burlington, VT 05405

*Penny Kelley
Northern Essex Community College
100 Elliott Way
Haverhill, MA 01830

*Pat Kowal
Learning Center
Blackburn College
Carlinville, IL 62626

*Dr. Howard Masuda
Learning Resource Ctr./CSULA
John F. Kennedy Library
Palmer Wing, Room 1062-A
California State University-LA
5151 State University Dr.
Los Angeles, CA 90032

*Robin Melton
SOAR Cost Share Tutorial
University of TX at Arlington
Box 19509
Arlington, TX 76019

*Betty J. Myers
Tutorial Services
Glendale Community College
1500 N. Verdugo Rd.
Glendale, CA 91208

*Jan Norton, Director
Center for Academic Support
Missouri Western State College
4525 Downs Dr.
St. Joseph, MO 64507

*Evaluators have been given master evaluation form.

Karl Olsen
Learning Resource Centre
SAIT
1301 16 Ave. NW
Calgary, Alberta, Canada
T2M OL4

*Deborah M. Simpson
Jamestown Community College
244-250 North Union St.
Olean, NY 14760

*Maureen Smith
University College of the Cariboo
Eng. & Modern Languages Dept.
P.O. Box 3010
Kamloops, British Columbia
Canada V2C 5N3

*Carmen Springer-Davis
Casper College
125 College Dr.
Casper, WY 82604

*Linda St. Clair
Mariott Library
University of Utah
Salt Lake City, UT 84112-1175

*Marion Von
Student Support Services
Chaminade Univ. of Honolulu
3140 Waiialae Ave.
Honolulu, HI 96816-1578

*Dorothy Weber, Director
Learning Center
P.O. Box 101
Wayne State College
Wayne, NE 68787

*Karin Winnard
21 Parker St.
Arlington, MA 02174

*Dr. Donna Wood
State Technical Inst. at Memphis
5983 Macon Cove
Memphis, TN 38134-7693

*Elaine Wright, Asst. Director
Learning Resources Center
Quinnipiac College
Mt. Carmel Ave.
Hamden, CT 06518

*Evaluators have been given master evaluation form.



College
Reading &
Learning
Association

Albuquerque, NM
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Standards Task Force Annual Report October 20, 1996

Summary of Committee Work

This ad-hoc committee was formed as a focus group to respond to the drafts of the standards developed by the International Reading Association and the National Council of Teachers of English. Throughout the summer and fall of 1995 CRLA members participating on this committee responded to a series of standards documents issued by the International Reading Association; the names of those members are listed on the next page. The final IRA/NCTE document was published in the spring of 1996.

The final IRA/NCTE document itemizes twelve standards for the English language arts and articulates the perspectives of many of those in the field about the teaching of language and literature. Although the standards are generic in nature, the standards do not extend the teaching of literacy to classrooms beyond K-12 settings. For this reason the committee notes both the value and the limitations of the standards. The CRLA Standards Task Force committee members plan to extend the standards to post-secondary contexts.

During the past year discussion of the IRA/NCTE Standards occurred internally among the committee members and externally during presentations at several national conferences, including those of the National Association for Developmental Education, the American College Personnel Association, International Reading Association, and the College Reading and Learning Association. In addition, a policy article about the standards is scheduled for fall 1996 publication in the *Journal of College Reading and Learning*.

Future Goals

Based on the dialogues among those in postsecondary settings about the standards, the committee plans to continue investigating the standards from the perspectives of those in college settings. A session devoted to this topic is scheduled for the 1996 Albuquerque Conference. In addition, due to the invitation from the International Reading Association to submit a monograph about the application of the standards in college contexts, plans to develop a prospectus by the end of November 1996 are underway. The committee will keep the CRLA Board informed of this work.



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

**CRLA Standards Task Force Members
Who Participated in the Review of the
IRA/NCTE Standards Draft Documents
(in alphabetical order)**

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North Las Vegas, Nevada 89030
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Patricia Mulcahy-Ernt, Ph. D.
University of Bridgeport
South Hall
School of Education & Human Resources
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Judith Olson-Fallon
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Educational Support Services
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(216) 368-8825 (Work)
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jko2@po.cwru.edu

Karen Quinn, Ph. D.
Academic Center for Excellence
University of Illinois at Chicago
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Chicago, IL 60670
(312) 413-2179 (Work)
(312) 413-5054 (FAX)
karen.quinn@uic.edu

GOALS OF LEARNING ASSISTANCE PROGRAMS

1. To develop methods of assessing the cognitive and affective needs of entering students.
2. To provide support services to meet the cognitive and affective needs of the student body.
3. To provide support services to the college/university faculty members to help them meet the needs of their students.
4. To establish a process of formative and summative evaluation of all aspects of the program.

These are intended as general goals. Each program, guided in part by its institution's mission statement, must determine its own appropriate goals, and for each goal, specific measurable objectives. These objectives will help shape the evaluation process for the program.

PROGRAM COMPONENTS

The Institution's Learning Assistance Program is charged with the responsibility of providing services and programs designed to help students build cognitive and affective skills for effective learning performance. These services and programs shall include but not be limited to:

I. Services

A. To Students

1. Diagnosis of cognitive and affective skills through formal and informal methods.
2. Instruction and activities which enable students to become independent and confident learners.
3. Support in applying appropriate cognitive and affective skills to the student's formal academic environment.
4. Referrals to appropriate programs and services not offered by the learning assistance program.

B. To Faculty, Staff and Administrators

1. In-service education to assist the college community in recognizing and understanding the learning needs of students.
2. Resources for other members of the campus community in helping students develop effective learning skills, attitudes and behavior.

II. Program Components

A. Basic Skills Assessment - for incoming students.

B. Academic Advisement - formal or informal advisement that utilizes academic assessment information in the selection of appropriate courses and guidance in ongoing support of the student's educational efforts.

- C. Courses - Appropriate courses, instructors, and instructional methods to enhance opportunity for student success.
- D. Learning Assistance Centers - Open access centers which are available to all students throughout the academic day to provide professional academic help to students seeking the same. These services shall include but not be limited to mathematics, reading, study skills, and writing.
- E. Peer Tutoring - A peer tutoring program for one-on-one and group assistance staffed by trained tutors in content area courses.
- F. Academic Support for Students with Disabilities - The services of a qualified educational specialist to interpret available documentation on students with disabilities, to prescribe appropriate learning strategies and accommodations, and to otherwise assist faculty in providing effective learning experiences for students with disabilities.
- G. Technological Support - appropriate equipment and support to complement content area instruction and other components of the LAP.

EVALUATION

Evaluation in a Learning Assistance Program emanates from its goals and objectives, which are developed in the context of the mission of a particular college. The function of evaluation in these programs is to:

1. measure the attainment of goals and objectives of the LAP
2. improve the effectiveness of learning and teaching in developmental courses and in various learning center programs and activities, and
3. assist the LAP staff in making informed choices and appropriate changes.

Any effective evaluation requires a current, accurate descriptive data file. This should contain a profile of students including their educational backgrounds and particular needs. Such information may be obtained from various sources, e.g., placement test scores, high school records, surveys, or other appropriate measures.

Each course or program must be assessed annually in terms of the effectiveness of instruction and in terms of its impact on the goals of the Learning Assistance Program and the college. Measures used to assess effectiveness can be varied: pre-test and post-test, correlation analyses, follow-up studies in the subsequent related course, retention rate studies, surveys and the like. Evaluators must be mindful of the inherent limitations of all such procedures, and a balance of quantitative and qualitative measures is recommended.



New York College Learning Skills Association

A local chapter of the National Association for Developmental Education

CRLA Board Meeting

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Mariangela Chandler
Elisabeth S. Crady
Marjorie Moore
Jane Neuburger, chair
Ellen Galligan
Edward Wightman
Roberta Williams

SUNY Cortland
Keuka College
Herkimer C.C.C.
Cazenovia College
Sullivan C.C.C.
Hudson Valley C.C.
Broome C.C.C.

Statement of Ethics & General Guidelines for Learning Assistance Programs

STATEMENT OF ETHICS

WE, as DEVELOPMENTAL EDUCATORS, SHALL

- Provide equal and fair access to all services for all students.
- Strive to maintain confidentiality of all records pertaining to students and their performance on tests and in courses. The privacy of the individual will supersede any data collected for research purposes.
- Maintain goals which are consistent with the mission statement of the educational institution and, within these goals, develop guidelines which will outline reasonable expectations for student success in Learning Assistance Programs (L.A.P.'s).
- Strive to counsel students into appropriate, alternative educational endeavors when there is reasonable cause to believe that the students shall not be able to meet the required guidelines for academic success.
- When called upon by Division/Departments of our educational institutions, provide academic support, advisement and consultation.
- Encourage research in Developmental Education while upholding traditional standards of integrity, and complying with the Institution's Subjects' Review Board.
- Act to advance the status and prestige of the Developmental Education profession and seek to maintain open communication among all professionals involved with this discipline.
- Conduct ourselves in a manner such that professional and personal commitments shall not be in conflict.

GENERAL GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

FORWARD

This document is meant to provide guidelines for Learning Assistance Program development in the state's colleges and universities. Within the context of an institution's mission statement, each Learning Assistance Program must provide written documentation which demonstrates a coherence among the following basic elements:

1. statement of program philosophy
2. statement of program goals and measurable objectives
3. description of all program components
4. evaluation reports on an annual basis
5. statement of commitment from the chief academic officer of the college

MISSION OF LEARNING ASSISTANCE PROGRAMS

Learning Assistance Programs are a professional specialty in post-secondary education and are concerned with promoting educational opportunity and academic development which aid in student retention. The central focus of these programs and services is first and foremost, the learner. Learning Assistance programs are referred to in many other ways including but not restricted to developmental education programs, learning centers, academic support programs, academic support centers, student services programs, academic skills centers, tutor centers, student advocacy centers, or learning development centers. These programs may serve the general college population or a specific college population.

A Learning Assistance educator or a developmental educator includes anyone who has a primary professional commitment to this specialty as evidenced by his or her participation in research, training or delivery of services to students.

Learning Assistance Programs include any organizational entities on campuses designed to support the academic mission of the college. This may include Learning Centers, peer and professional tutor programs, special admissions programs, career counseling, personal development courses, skills courses, Limited English Proficiency program, programs for students with disabilities, adult basic education programs, high school equivalency programs, or integrated instructional programs. Remediation, tutoring, counseling, technological-assisted instruction, supplemental instruction, individualized instruction, and evaluation through diagnosis and intervention are some of the tools used to accomplish these ends.

THE MISSION OF A LEARNING ASSISTANCE PROGRAM IS

1. to offer academic and affective support to students which promotes the development and success of the whole person. Support is facilitated through Learning Assistance educators or developmental educators who have and can apply knowledge of the cognitive, affective and psychomotor domains in individual and group situations.
2. to offer services and resources to the general faculty in their efforts to improve student learning.
3. to coordinate, on the campus at large, efforts to promote and provide academic support services to the student body.

October 22, 1996

Dear Pat:

This is the 1995-6 CAS Report.

Georgine Materniak met with CAS In April and presented a draft of the CAS Standards for Learning Assistance Programs to the subcommittee for its consideration. A number of changes in the document were proposed and a conference call was scheduled in August so the final document could be prepared for presentation to the full CAS membership group on Nov. 14 and 15th.

In September -October, Georgine Materniak, , Martha Maxwell and Susan Thayer worked on a draft of the CAS Functional Area Standards Contextual Statement for Learning Assistance Programs for presentation at the Nov. 14-15 meeting and the CAS S&G's for LAPs were edited and revised several times.

Hopefully, all is ready for the final presentation at the November meeting.

A CAS Committee under the direction of Don Creamer is planning a fall conference to determine ways that it might be possible for professional organizations to certify their members for a CAS Registry.


Martha Maxwell



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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

TO: DR. PATRICIA MULCAHY-ERNT

FROM: ^{rw} DONNA WOOD, BY-LAWS CHAIR

SUBJECT: BY-LAWS REPORT, 1996

DATE: OCTOBER, 25, 1996

I met with Rosalind Lee and Karen Sith during the Canadian Symposium on Teaching and Learning to discuss any changes needed in the By-Laws. Several items were discussed. The most pressing issue related to the annual meeting being changed from spring to fall - - did the By-Laws reflect this change and was this issue voted on by the membership officially.

Upon returning to Memphis and reading the copy of the By-Laws sent to me by Nancy Morland, I realized that the CRLA By-Laws note the change in meeting dates. All of these changes took place before I became By-Laws chair. Patty Glenn held this position before me and I recall several changes that occurred during her tenure. Perhaps she should be contacted or a search of the minutes should be initiated to indicate the precise actions taken.

No changes to the By-Laws were made in 1994-1995.



Rutgers, The State University of New Jersey

MEMORANDUM

TO: Dr. Patricia Mulcahy-Ernt
President, College Reading and Learning Association

FROM: Valerie Smith Stephens
Awards and Scholarships Chair

DATE: September 12, 1996

RE: Annual Report of Activities

I have listed below several principal activities of the Awards and Scholarship Committee for the past year. Please contact me if you would like additional information.

Former Chairperson, Roseanne Cooke, prepared articles for each CRLA newsletter to announce that applications were being accepted for the Research, Scholarship, and Kellogg awards. A flyer was also included in the Canadian Symposium registration packets.

Letters were sent to all SIGs announcing the Annual Scholarship Raffle. Many SIGs responded by donating a wide variety of interesting and unique prizes that were later raffled. The amount the raffle raised was \$1,057.

Valerie Smith Stephens became Chairperson in July 1996. She has recruited three new members to the committee.

After the Committee spoke with the President and President-Elect, it was decided that, instead of a raffle, a silent auction would be organized to raise funds for scholarships and awards.

The Committee is now evaluating applications for the Scholarship and Research Awards. All applicants will be notified of the results by October 7, 1996.

**COLLEGE READING AND LEARNING ASSOCIATION
SCHOLARSHIP APPLICATION
Proposal Cover Page**

Two \$500 scholarships are available each year through the College Reading and Learning Association.

Minimum requirements for scholarship recipient:

1. Belongs currently to CRLA.
2. Enrolls in a *minimum* of nine (9) semester hours at the graduate level between September 1, 1996 and August 31, 1997.
3. Verifies past undergraduate and/or graduate study.
4. Reports to Scholarship and Awards Committee in June 1997 on progress made during scholarship year.

Name _____

Address and Daytime Telephone _____

Content of Proposal

On a second piece of paper, please explain: 1) where you intend to go to school, your area of study, and educational goals(s), 2) what courses you plan to take during the year, 3) your past involvement in CRLA.

Other pertinent paperwork required: 1) transcripts of all undergraduate and graduate work, 2) current curriculum vita, 3) two letters of recommendation (preferably from CRLA members).

Order of Proposal Materials

1. Completed application form
2. Explanation of proposed study, goals, involvement in CRLA, planned course work, past CRLA involvement
3. Transcripts
4. Current curriculum vita
5. Two (2) letters of recommendation

Agreement

Please initial each of the following to indicate your agreement.

_____ I understand that I must take a minimum of nine (9) credits between September 1, 1996 and August 31, 1997 to qualify for this scholarship.

_____ I am a current member of CRLA.

_____ I have not previously received this award from CRLA.

_____ I will send a written summary in June 1997 of my progress to Rosanne Cook. She will pass it on to the Board.

I certify that all the information herein and attached is correct and complete to the best of my knowledge.

Signature _____ Date _____

Mail to: Rosanne Cook, Chair, Awards and Scholarship Committee, St. Ambrose University, 518 W. Locust St., Davenport, IA 52803. Telephone: 319-333-6334; FAX 319-333-6243; e-mail: rcook@sau.edu

DEADLINE: August 15, 1996

**COLLEGE READING AND LEARNING ASSOCIATION
RESEARCH ASSISTANCE
Proposal Cover Page**

(One Research Assistance Award of \$500 is available each year through CRLA)

Applicant _____

Project Title _____

Address
Work: _____

Home: _____

Telephone
Work: _____ **Home:** _____ (Include Area Codes)

Budget Total _____ **Total Requested** _____

List members of research group who are current members of CRLA:

Other awards received by these members: _____

Agreement

If I receive this grant, I agree to complete the research within one year of the award and present my research at the CRLA 1997 conference or submit a manuscript to the *Journal of College Reading and Learning*. I will also submit a report on my research to the Chair of the Awards and Scholarships Committee at the end of the project. I am a CRLA member and I have not received this award previously.

signature

date

Research Project Description

The research project description should summarize the proposed research in no more than five (5) typed pages. The research project description needs to contain the following:

- 1) Research project title
- 2) Summary of previous research
- 3) Problem statement
- 4) Statement of the research goal
- 5) Description of the methodology, including a description of the research setting, research participants and procedure
- 6) Description of how results will be reported (for example, statistical procedures)
- 7) Projected time line, including when project will start and finish
- 8) Total budget for project

Checklist: Proposal Cover Page
Research Project Description
Vitae of Principal Researcher

Please send your Research Assistance proposal to Rosanne Cook, Chair, Awards and Scholarship Committee, St. Ambrose University, 518 W. Locust St., Davenport, IA 52803. Telephone: 319-333-6334; FAX 319-333-6243; e-mail: rcook@saunix.sau.edu

DEADLINE: August 15, 1996

**COLLEGE READING AND LEARNING ASSOCIATION MEMBERS
DISTINGUISHED RESEARCH AWARD**

Nomination Form

To be considered, publication of the research must have occurred during 1994 or 1995. The award will include a \$100 honorarium and a plaque.

Please write a one-page summary concerning the significance and likely impact of the research. Include three clear copies of the publication.

Publications nominated will be judged on the basis of their thoroughness, significance, and likely impact on the fields of reading, learning assistance, developmental education, and/or tutorial services.

Name of Nominee _____

Title/Position _____

Institution _____

Address _____

Day Telephone _____

**Bibliographic
Reference of
Nominated
Research** _____

**Other CRLA awards or
scholarships which the
nominee has received** _____

Nominator _____

Title/Address _____

Day Telephone _____

Send paperwork to: Rosanne Cook, Chair, Awards and Scholarship Committee, St. Ambrose University,
518 W. Locust St., Davenport, IA 52803. Telephone: 319-333-6334; FAX 319-333-6243; e-mail:
rcook@saunix.sau.edu

DEADLINE: August 15, 1996

**CRLA ROBERT GRIFFIN
LONG AND OUTSTANDING SERVICE AWARD - 1996
Nomination Form**

Name of Nominee: _____

Title/Position: _____

Institution: _____

Address: _____

Day Telephone: _____

Nominator: _____

Address: _____

Day Telephone: _____

INFORMATION ABOUT NOMINEE

I. Background Information

II. CRLA National Level Contributions



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 600 requests for information and application packets*
- * *275 programs have been certified (this is a conservative projection for October use since 269 have been certified and 11 are pending at August 26, 1996.)*
- * *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*

**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)

COLLEGE READING AND LEARNING ASSOCIATION

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.

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 - a training syllabus instead of a training manual, 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'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.

**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

(OVER)

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)

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)

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
_____	_____	_____
_____	_____	_____
_____	_____	_____

(OVER)

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)

Tutor Certification and Resource Guide Registry

COLLEGE READING AND LEARNING ASSOCIATION

CRLA

TABLE OF CONTENTS

1. Introduction
2. Purpose of CRLA Tutor Certification
3. Part One: Certified Programs by State
4. Part Two:
 - Tutoring Activities
 - Tutoring Articles
 - Tutoring Resources
 - Tutoring Forms
5. Appendix: Tutoring Bibliography
6. Index: Certified Programs by State

Editors: Tom Gier and Karan Hancock

ORDER FORM

Number of copies _____ x \$20 per copy = Total _____

Make check payable to: CRLA Registry/Guide, 2nd Ed.

Send check and this order form to: Rosalind Lee, CRLA Sec.

Kwantien University College

8771 Lansdowne Road

Richmond, BC V6X 3V8, Canada

(Work) (604) 599-2706

(Voice) (604) 599-9521

(Fax) (604) 599-2716

Please type or print your name and mailing address: _____

To Evaluator: _____

Date: _____
EVALUATION DUE DATE:

Documentation is enclosed for: _____

This program requests certification at Levels ____ I ____ II ____ III

Please review the application and documentation then complete the Evaluation Report below and **RETURN ONLY THIS PAGE** to me by the date specified above. Thank you very much for your help in this important process. Please feel free to call me if you have questions.

Sincerely,

Gladys R. Shaw, Coordinator
CRLA International Tutor Certification Program
U.T. El Paso, Tutoring and Learning Center
300 Library
El Paso, TX 79968
Phone: (915) 747-5366 Fax: (915) 747-5486

EVALUATOR'S REPORT

This Program qualifies to be certified at Level(s) ____ I ____ II ____ III

Does not qualify to be certified at Level(s) ____ I ____ II ____ III

Comments/Commendations/Questions/Recommendations:

(Please use other side if needed)

AGENDA
CRLA Certification Committee Meeting

Friday, November 1, 1996
2:45 PM

1. Welcome and Introductions
2. What's new with certification
3. Open Forum: Concerns, ideas
4. What about certification on Peer Mentors?
5. Help with
 - Volunteer evaluators
 - Tutoring exchange

To: Members of the CRLA Board
From: Roslyn Bethke, *Newsletter* Editor
Subject: Annual Report
Date: October 25, 1996

Accomplishments

Since beginning this position in Fall 1994, I have accomplished the following:

Newsletter--Volume & 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"

Comparison of Newsletter Costs

Newsletter Issue	Number of Pages	JCCC Actual Cost to CRLA	JCCC's Full Cost	General Estimate
Fall, 1994	12	\$398.22 (1150 items)	\$1,416.58 (\$1,018.36 without postage)	
Winter/Spring 1995	12	\$395.66 (1200 items) \$289.84 for reprints of 250	\$1,272.73 + (\$877.07 without postage)	
Early Fall 1995	32	\$829.99 (1145 items)	\$2,976.75 \$1,536.38 (reprints) ----- \$4,513.13 (\$2,147.76 without postage)	
Winter, 1995-96	20	\$669.94 (1600 items)	\$2,190.59 (\$1520.65 without postage)	
Spring 1996	12	\$535.41 (1550 items)	\$1,583.53 (1048.12 without postage)	
Summer/Fall 1996	12	\$536.50 (1095 items)	\$2,304.49 (\$1,051.53 without postage)	\$1,49.00 without postage--A.C. Printing Do, Inc. \$1,200-\$1,500 without postage--Spanler Printers

What's New

Beginning with the next issue, the Newsletter will have an Editorial Board who will review copy for special features and articles. Members of the Editorial Board are Pat Jonason and Nancy Krause from Johnson County Community College, Jan Norton from Missouri Western State College, and Judy Harrington from the University of Nebraska at Omaha.

To: CRLA Conference Attendees
From: Roz Bethke, *Newsletter* Editor
Subject: Material for Newsletter
Date: Oct. 28, 1996

One of the ways I would like to spotlight the Albuquerque conference for the Winter 1996-97 *CRLA Newsletter* is by collecting comments (only three or four sentences) from those who attended. I'm looking for specific ideas or teaching tips that participants picked up, such as a new method to try, good novels to read, good software to use, ideas for future research, common educational problems among groups, etc. I do not intend to name specific presenters, institutes or sessions, but I would like to name you, your title, and your institution and location. I will have large envelopes in two general places to collect these--at the registration table and in the Reading Resource Room (if we have one like we did in Tempe). Thanks for your help! --Roz

Your Comment: _____

(Please print) Name _____ (work phone _____)
Title _____
Institution _____
City/State/Zip _____



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Albuquerque, NM
ATTACHMENT *T*
22 pages
OCT 20 1996
CRLA Board Meeting

To: Pat Mulcahy-Ernt, President, CRLA
From: JoAnn Carter-Wells, 1995-96 Editor, JCRL
Re: Annual and Summary Report

September 11, 1996

Below you will find a summary report and a review of the goals that I established for myself and was able to accomplish as the editor of the Journal of College Reading and Learning as well as some recommendations for future editors and policy related to the journal. Many of these goals evolved as I began to learn what had been done in the past and what was the potential for such a journal as ours in the professional journal field at large. The themes that guided my work on the journal were Quality, Professionalism, and Public Relations as I wanted to institutionalize the process from an organizational point of view. Attached you will also find a graphic that I developed that represents elements in the process as they have evolved for me over the last 3 1/2 years in this role.

COMPLETED GOALS

The goals that I established for myself and was able to accomplish include:

1. Develop an editorial advisory board job description;
2. Obtain an ISSN number for the journal from the Library of Congress for both subscription and database purposes - an eight month process;
3. Locate and establish contractual agreement with a copyright center for the journal and other CRLA publications- found the Copyright Clearance Center in Maryland;
4. Develop formal organizational identification as well as appropriate copyright and Library of Congress language for journal introduction;
5. Design a journal logo that complemented the CRLA logo which I had been pleased to design in 1978;
6. Develop an official JCRL brochure that included general organizational, membership, and conference information;
7. Expand the subscription option for the journal beyond membership (and there are now about 15 subscriptions in this category);
8. Develop new layout and interior design after analysis of some 20 journals currently published by Heldref Publications with whom I met in Washington, D.C. last year;
9. Complete an annotated subject index for the journal since 1987 (60 hour time investment), send to all JCRL subscribers and board/chapter and state directors/PALS liaisons, and include in journal;
10. Develop and experiment with an author contract based on the one used by Pennsylvania State University and the Journal of General Education;
11. Design new business cards for editor and executive editor;
12. Send out the journal in manila envelopes for greater mailing protection which required additional stamping and production time;
13. Experiment with scanning the journal for greater cost-effectiveness;

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JCRL REPORT

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15. Request that "Writing for CRLA Publications" be a regular service presentation at the annual conference;
15. Send out petition letters to ERIC, Education Index and Claremont Higher Education Abstract service for inclusion of JCRL in their databases and abstracts -we are only included in CARL Uncover;
16. Send journal brochures to over 2000 libraries in the U.S., Canada, Virgin Islands, and Puerto Rico and develop a postsecondary library mailing list from the 4000 page two-volume listing of all libraries at any level in these countries;
17. Insitutute a non-refereed "policy" section in the journal;
18. Expand editorial advisory board pool and revise editorial review article cover sheet with APA;
19. Update available journals for purchase housed in various places during CRLA organizational decentralization;
20. Send out extra journals in separate mailings regularly to offices, chapter and state directors.and PALS liaisons;
21. Develop postcard notification for authors (eliminated procedure due to being lost in mail); and.
22. Develop graphic/matrix of general journal processes and procedures (attached).

RECOMMENDATIONS

Recommendations that I would make to the board (some of which I have already shared with Jim Bell as the incoming editor) are:

1. Continue the Executive Editor role - due to Janice Lewis retiring from higher education there was an Executive Editor for only 1 issue and before I made and/or pursued any of the goals as outlined above. At the same time we had horrendous budget cuts in my department (over 50%) and we were assigned to two departments with resulting grievances and secretarial help was cut by almost 2/3. (It is with great irony that this fall as I begin my 22nd year here things have almost returned to a normal working environment and almost full budget restoration!.) The executive editor position was originally developed in conjunction with the initiation of two issues per year and it is essential that that be maintained not only for the regular issue development but for continuity of succession of editor as well.
2. Provide more support for the journal in terms of clerical support and travel. \$150/year is not adequate especially when there is no institutional support and the editor has to occasionally pay for secretarial and/or student support out of his/her own pocket. It is also difficult to represent the journal and solicit potential articles at other related conferences with no travel support other than the very limited amount provided by one's institution especially in the current budget climate for higher education in general;
3. Clarify the role of the editor on the board - some people erroneously thought that the editor was supported in travel/hotel at the annual conferences and also had a voice on the board-does the

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JCRL REPORT

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board not have an organizational chart of some sort for the members - some of the board's structure is unclear to even many long time members;

4. Expand the editorial advisory board for more international and community college inclusion-have spoken to two potential new members; a reinstituted Membership Resources Form would be helpful-was unsuccessful in locating the ones that were collected when Becky Johnen was President and were supposedly given to Rita Dunbar;

5. Institutionalize the editorial advisory board working meeting and "Writing for CRLA Publications" at the annual conference;

6. Have the President-Elect a. contract with the keynote speakers for a written reproduction of their speech for journal inclusion, b. provide the journal with any camera-ready conference ads, and c. give the Editor the address list of presenters for direct solicitation of articles from the conference.

7. Clarify the role and/or place of advertising in the CRLA publications - I received quite a few calls about placing ads in the journal - from publishers and other journals;

8. Develop mailing labels that reflect new post office requirements - I attended a 4 hour postal service workshop on the new requirements and sent information to Jim and Pat already;

9. Continue the non-refereed "policy" section, possibly as a voice for the board especially for posterity and historical purview;

10. Have the journal included in a CRLA home page - I sent some materials to Lucy MacDonald for this last spring;

11. Solicit articles from other conference attendance (that is why travel support is necessary) and related higher education program students - new articles is a constant and major problem;

12. Hopefully there will again be a mailing service as there was when I was newsletter editor for 6 years or at least an 800 number for people to call about the organization or at least some centralized system as an organization. I would receive calls ranging from membership to specific conference information to request for past conference dates/locations for personal IRS review purposes and officer phone numbers to dissemination of job announcements, etc. This would also be helpful -not to mention more professional - if there was any attempt to revive negotiations or discussion with the Postal Service about "non-profit" status for CRLA for better mailing rates as I had been involved with for over a year (an experience that neither Tom Gier nor I can forget!).

Finally, I have greatly enjoyed my experience as the Editor of the Journal of College Reading and Learning even though it was often trying because of unexpected and unprecedented institutional restructuring and massive budget cuts. However, I do hope that the goals I was able to accomplish have helped provide the journal with greater professional visibility and credibility and have laid the groundwork for even better improvements and stature in the future!



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JCRL EDITORIAL ADVISORY BOARD MEMBERS 1995/96

Karen Agee
Rhea Ashmore
Kathy Carpenter
Jane Hopper
Kay Kincade
Vincent Orlando
Tom Upton

✓ cc: Jim Bell, 1996-97 Editor
Editorial Advisory Board Members

JOURNAL OF COLLEGE READING AND LEARNING **PROCESS AND PROCEDURES**

J. CARTER-WELLS, PH.D., 1995-96 EDITOR

SEPTEMBER, 1996

SUBMISSION

☐ Articles received

- ✓ Articles numbered (96-1)
 - identifying elements blacked out
 - forwarded to 3 advisory board members with comment page
- ✓ Decide on status after comments from editorial board
- ✓ Acceptance - letters or postcards sent out
- ✓ Revision/Rejection-followup

PRODUCTION

☐ Typesetting or scanning articles w/ proper page ids for referencing

☐ Issue Structure-joint decisions with Executive Editor

- ✓ Institutional ID/ISSN/Copyright Information
- ✓ Officers
- ✓ Author Guidelines
- ✓ Preface
- ✓ Table of Contents
- ✓ Articles
- ✓ Policy Section
- ✓ Call to Conference Ad
- ✓ Current Available Journals
- ✓ Cover Design with bulk mail permit and return address
- ✓ PMS colors selected

☐ Work with printer and see blueline before printing

MAILING

☐ Prepare small manila envelopes with bulk mail and return address stamps

☐ Obtain address labels from membership coordinator or work with mailing service

☐ Mail according to new bulk mail guidelines

☐ Send extra copies in separate mailings with cover letter per following:

- ✓ 50-Membership director
- ✓ 5- Officers/Board/Archivist
- ✓ 3-Chapter/State Directors and PALS Liaison
- ✓ 3-Authors
- ✓ 3-NADE and IRA - Journal of Adolescent and Adult Literacy exchange
- ✓ 50-annual conference coordinators

JCRL PROCESS OVERVIEW (CONTINUED)

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J. CARTER WELLS, PH.D.

SEPTEMBER, 1996

PUBLIC RELATIONS

- ☐ Business cards for Editor and Executive Editor
- ☐ JCRL Brochures
 - ✓ sent to university libraries on ongoing basis
 - ✓ brought to annual conference
 - ✓ sent to officers/chapter and state directors/PALS liaisons for their use
- ☐ Journals and brochures taken to other related conferences to solicit potential authors
- ☐ Letters and author guidelines sent to conference presenters (obtain from President-Elect)
- ☐ Written Reports for the board
- ☐ Annual agenda item discussion with board at conference

ANNUAL CONFERENCE

- ☐ Organize Editorial Advisory Board Working Meeting -coordinate with President-Elect
- ☐ Organize Editorial Advisory Board luncheon - coordinate with President-Elect
- ☐ Attend Board meeting for update
- ☐ Solicit new authors - attend as many sessions as possible
- ☐ Participate in presentation with Newsletter Editor - "Writing for CRLA Publications"
- ☐ Bring additional journals, brochures, and author guidelines and other relevant PR for display



1. The Author(s) does hereby grant and assign exclusively to the Publisher all rights in the
aforenamed Contribution with the full copyright therein, including the right to publish it as part of
the forenamed Journal in all forms, languages, and media now or hereafter known or developed
and the right to license subsidiary rights (such as granting rights to reprint in anthologies issued by
other publishers or to photocopy for classroom use).
2. The Author(s) guarantees that he or she is the sole owner of the Contribution and has full
authority to make this agreement that the Contribution does not infringe any copyright, violate any
other property rights, contain any scandalous, libelous, or unlawful matter, or make any improper
invasion of the privacy of any person; and that the Contribution has not heretofore been
published, even in somewhat different form. If the Contribution has been published previously, the
Author(s) guarantees that permission has been obtained, and any fee required has been paid, for
publication in this Journal and shall submit proof of such permission and any required credit line
to the Publisher with the signed agreement. The Author(s) agrees to indemnify and hold harmless
the Publisher against any claim or proceeding undertaken on any of the aforementioned grounds.
3. The Author(s) shall allow the Editor of the Journal and the Publisher to make the Contribution
conform to the style of presentation, spelling, capitalization, and usage followed by the Journal.
The Author(s) agrees to review and correct the copyedited manuscript and proofs and to return
them to the Editor by the date set by the Editor; if the Editor has not received them by that time,
production of the issue of the Journal in which the Contribution is to be included may proceed
without waiting for the Author's approval of the manuscript or proofs or the article may not be
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

September 4, 1996

Dear CRLA Board of Directors, State and Chapter Officers, and PALS Liaisons,

Enclosed are some additional copies of the recently completed annotated subject index of the Journal of College Reading and Learning. I am forwarding these for your use as you find necessary. Per my previous correspondence with JCRL subscribers, this was one of the goals that I had established for myself during my tenure as editor of the journal. I was most excited to realize that through the journal we are developing the parameters of a new academic discipline as outlined by Dr. Arthur Cohen in his 1987 landmark conference keynote address entitled "Twenty Years Toward a Discipline: WCRLA Keynote Address," the entire text of which you can find in Volume 20, pages 1-7.

The last goal that I have as we transition to Jim Bell as the new editor is getting the journal into some abstract and database services. I have already met with Heldref Publications in Washington, D.C. and am petitioning our inclusion in ERIC, Education Abstracts, and the Claremont Higher Education Abstracts service. Currently JCRL is only listed in CARL Uncover which is an index to over 17,000 journals and magazines and provides keyword indexing and the tables of contents of periodicals in the database as well as the full text of articles.

Please let me know if you may need additional copies. My university was good enough to support this entire mailing as we have finally begun to emerge from horrendous budget cuts and administrative changes that severely effected my department/program during the past four years.

Sincerely,

JoAnn Carter-Wells, 1995-96 Editor
Journal of College Reading and Learning



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

July 30, 1996

Dear JCRL Subscriber,

One of the goals that I had established for myself during my tenure as Editor of the *Journal of College Reading and Learning* was to develop an annotated subject index of the journal since 1987 for both historical/archival and research purposes. I specifically reference the 1987 landmark keynote speech by Dr. Arthur Cohen entitled "Twenty Years of Program Toward a Discipline: WCRLA Keynote Address" in which he reflected the growth of CRLA (WCRLA) as a professional specialty as well as a new academic discipline. He delineated the components that an organization needs to formalize in order to mature into a discipline. Some of these include collecting evidence of instructional effects and developing a research agenda along with postulates and methodologies and the communication links that are essential for professionalism. (20,1-7). As you peruse the wealth and richness of articles and topics from this index, it does seem that CRLA is developing those foundations and perspectives. Some other observations after reviewing these 129 articles include a growth in research and multinational directions, inclusion of all the strands in CRLA, and discussion of evaluation and assessment before they have become mainstream in postsecondary education. We also seem to have an inclination for colons in our titles!

Finally, this index will also be included in the next issue of the journal but I thought that you might be better able to utilize this size document on a regular basis. Special thanks are also due to Janice Lewis, former Executive Editor, for some preliminary work on the structure and reviews.

Please contact me if you have any questions and/or comments.

Sincerely,

JoAnn Carter-Wells, Ph.D.

Editor, *Journal of College Reading and Learning*

(714) 773-3357 - voice mail jcarterwells@ccvax.fullerton.edu

ANNOTATED SUBJECT INDEX
JOURNAL OF COLLEGE READING AND LEARNING
VOLUME 20, 1987 THROUGH VOLUME 27, NUMBER 1, 1995/96

July, 1996

JOANN CARTER-WELLS, EDITOR

REVIEW OF LITERATURE / EXPLANATION OF THEORY

Dimon, Mary (1988). **WHY ADJUNCT COURSES WORK**. Discussion of six reasons based on research why adjunct courses work and five basic tenets that provide guidelines for the nature of ongoing course activities. 21, 33-40.

Maxwell, Martha (1995/96). **NEW INSIGHTS ABOUT TEACHING COLLEGE READING: A REVIEW OF RECENT RESEARCH**. A comprehensive review of recent reading research studies with special emphasis on strategies for teaching college reading and reading difficult textbooks for developmental students.. Discussion of implications for classroom, curricular and policy applications. 27(1), 34-42.

Mulcahy, Patricia (1987). **SCHEMATA: CUES FOR UNDERSTANDING EXPOSITORY TEXT**. Discussion of current research related to schema theory and its application to reading. Addresses three questions- 1. how do schemata contribute to comprehension; 2. what can the classroom reading instructor do to improve reading performance according to schema theory, and 3. how can schemata improve comprehension of expository text. 20,138-146.

Mulcahy-Ernt, Patricia (1990). **WHAT'S NEW IN READING RESEARCH?** Extensive review of research related to models of reading, current emphases for reading instruction, causal and reading-writing connections and technical and scientific writing. Utilizes reader, text, task, and context structure to better help the reading practitioner implement current reading research in the classroom. 22(2), 37-48.

O'Hear, Michael (1993). **COLLEGE READING PROGRAMS: THE PAST 25 YEARS**. Overview of developments in the teaching of reading at the postsecondary level including structure, curriculum, strategies and research. 25(2), 17-24.

Nelson, Robert R. (1995/96). **PEER TUTORS AT THE COLLEGIATE LEVEL: MANEUVERING WITHIN THE ZONE OF PROXIMAL DEVELOPMENT**. Discussion of application of Vygotsky's theoretical area involving guidance and collaborative learning, the zone of proximal development as schema for an analysis of both the process and advantages of peer tutoring. Suggestions for further investigation into the learning processes that occur during collegiate peer tutoring. 27(1), 43-51.

Okolo, Bertram A. (1990). **DISCOURSE STRATEGIES FOR IMPROVING ENGLISH LANGUAGE READING AND COMPOSING SKILLS**. Review of the theoretical framework of discourse analysis and its relevance to English language teaching with suggestions for incorporating the findings of discourse analysis in the teaching of reading and composition skills. 22(2), 53-64

Phillips, Linda M. (1988). **EVALUATING AND IMPROVING INFERENCE ABILITY IN READING COMPREHENSION**. Presents the need to evaluate students' inference ability as well as a definition of inference and the principle of inference appraisal along with research evidence on patterns of students responses. Includes step-by-step procedure for evaluating responses with teaching implications. 21,137-150.

Porter, David (1991). **A PERSPECTIVE ON COLLEGE LEARNING**. Notes current view of human thinking as one that synthesizes internal mental processes and structures with external, contextual factors. Presents a general human information processing which posits interaction between individuals and environments, both automatic and controlled modes, and working

memory with multiple capacities, e.g. articulatory and visuo-spatial. Discusses implications of the model for college learning, teaching and administration. 24(1),1-15.

Porter, David (1993). TOTAL QUALITY EDUCATION:IMPLICATIONS AND OPPORTUNITIES. Discussion of history, tools, techniques and structure of Total Quality with implications and specific applications for individuals and education. 26(1), 16-27.

Valeri-Gold, Maria, Deming, Mary P., & Olson, James R. (1992). RESEARCH REVIEW ON TEAM TEACHINGS IN COLLEGE DEVELOPMENTAL SETTINGS. Review of literature from the last five years on team teaching in college developmental reading and writing programs and suggested team teaching possibilities. 24(2),48-53.

Walvekar, Carol Clymer (1987). THIRTY YEARS OF PROGRAM EVALUATION:PAST, PRESENT AND FUTURE. Traces history and patterns of evaluation practices since late sixties to determine the effectiveness of developmental education with recommendations for future research methodology and professional commitment. 20, 155-161.

Weinstein, Claire (1988). EXECUTIVE CONTROL PROCESSES IN LEARNING:WHY KNOWING ABOUT HOW TO LEARN IS NOT ENOUGH. Discussion of executive control processes in helping students take more responsibility for their learning' the relationship to metacognitive awareness and knowledge, and corresponding course development and methodology to help students become self-regulated learners. 21,48-56.

Winnard, Rarin E. (1991). CODEPENDENCY: TEACHING TUTORS NOT TO RESCUE. Application of codependency concepts to administering tutors in a learning assistance program with description and suggestions for defining parameters. 24(1),32-39.

MATERIAL / DESCRIPTION / EVALUATION

Caverly, David C. & Broderick, Bill (1989). EVALUATING DEVELOPMENTAL COURSEWARE. Guidelines for selecting and evaluating computer-assisted instruction courseware: (1) consultation with various sources of courseware evaluations, (2) professional in-house evaluation, (3) formative evaluation, and (4) summative evaluation. 22(1),47-54.

Grinols, Anne Bradstreet (1989). COLLEGE READING, CRITICAL THINKING AND COMPUTER ASSISTED INSTRUCTION. Identifies current focus on critical thinking and gives examples of software developed to promote critical reading and thinking. 22(1),55-63.

Schulman, Joan (1987). COMPUTER-ASSISTED INSTRUCTION IN READING: USING MICROCOMPUTERS TO AUGMENT SPECIFIC READING SKILLS. Review of variety of software programs used in a learning assistance center with recommendations for the use of computers in diagnosis, prescribing and supplementing courses of study. 20,124-130.

BIBLIOGRAPHY/GLOSSARY

Kersteins, Gene (1993). A QUARTER CENTURY OF STUDENT ASSESSMENT IN CRLA PUBLICATIONS. Annotated bibliography of forty assessment articles in CRLA publications categorized in five groupings - Reading, Generic Pronouncements, Visual Screening, Test-Taking Skills and Potpourri. 25(2),1-9.

Reimer, Margaret R. (1992). MASTERING THE ART OF COLLEGE TEACHING: AN ANNOTATED BIBLIOGRAPHY. Bibliography commissioned by The Teaching Excellence Program at the University of Alaska Anchorage to help faculty familiarize themselves with recent books on how to improve teaching skills. 24(2),54-62.

Rubin, Mary (1991). **A GLOSSARY OF EDUCATION TERMS COMPILED BY THE CRLA TASK FORCE ON PROFESSIONAL LANGUAGE FOR COLLEGE READING AND LEARNING.** Extensive glossary of terminology developed to clarify language being used in the profession and to improve communication in the field. 23(2),1-13.

POSITION/INVITED POLICY/COMMENTARY

Ashmore, Rhea Ann (1995/96). **THE EYE SEES WHAT THE MIND KNOWS: STUDENT AND TEACHER PERSPECTIVES ON HIGHER EDUCATION IN CHINA.** Personal observations and experiences describing aspects of higher education in China including student life, educational tradition and teaching and learning practices incorporating essays written by Chinese students. 27(1),14-20.

Carpenter, Kathy (1990). **GOING BEYOND YOUR OWN PHILOSOPHICAL ORIENTATION.** Describes variety of philosophical orientations of developmental programs and encourages directors and administrators to examine own and consider other perspectives, particularly the eclectic perspective that reflects programs that are comprehensive and systematic in services and philosophy. 23(1),29-35.

Fleming, Delryn (1993). **BALANCING ON THE POINT OF A PEN.** Twenty-five year thoughtful and reflective professional and personal perspective on the field of composition and composition research. 25(2),10-16.

Fuentes, Edward J. (1993). **ASSESSING THE NATIONAL GOAL ON POSTSECONDARY EDUCATION.** Invited policy article related to National Education Goal 5.0 (later 6.0) - Adult Literacy and Lifelong Learning with emphasis on the role of the Task Force on Collegiate Assessment, relevant recommendations and formal resolution. 26(1),53-62.

Jones, Elizabeth A. (1995/96). **SETTING EXPECTATIONS FOR ESSENTIAL WRITING SKILLS.** Invited policy article describing funded national study with faculty, employers, and policymakers to determine the essential writing skills and competencies that college graduates should achieve to become effective employees in the workplace and citizens in society. Special emphasis on the linkages of advanced writing skills and critical thinking. 27(1),60-68.

McKoski, Martin M. (1991). **BASIC WRITING INSTRUCTION:WHAT COUNTS IN LEARNING.** Case study to emphasize the importance of preparation of basic writers for participation in the academic culture with instruction that properly orients them to practices of that environment. 23(2),60-68.

McKoski, Martin M. (1993). **THE PROBLEM WITH POST-STRUCTURALISM IN THE BASIC WRITING CLASSROOM.** Position paper that argues against the social constructionist view of writing that excludes the notion of writing as a personal, cognitive act rooted in individual learner experience and discourse and against abandoning personal modes of writing in the basic writing class. 25(2),31-40.

Mullen, Jo-Ann Lynn & Orlando. Vincent (1993). **REFLECTIONS ON 25 YEARS OF THE JOURNAL OF COLLEGE READING AND LEARNING.** Commentary on the development of the journal from its roots as a conference proceedings chronicling pertinent themes, issues, and structural changes since the sixties. 25(2),25-30.

Mullen, Philip E. (1987). **CONCEPTS OF TEACHING TODAY'S ADULT LEARNERS.** Perspectives on the characteristics and abilities of adult learners and the implication for effective learning experiences and environments. 20,58-62.

Nosich, Gerald M. (1988). **APPRECIATION, DISCOVERY AND CRITICAL THINKING.** Perspectives on the relationships among appreciation, discovery and critical thinking with implications for curriculum goals, training, classroom strategies and disciplinary orientations. 21,131-136.

Peniston, Lorraine C. (1993). CLASSROOM ACCOMMODATIONS AND THE LEARNING DISABLED STUDENT. Discussion of the characteristics of college students having learning disabilities, relevant legislation and specific classroom accommodations as tools and strategies to enhance learning abilities. 25(2),41-49.

Pintozzi, Frank (1994/95). CULTURE AND ITS IMPLICATIONS FOR LEARNING AMONG SECOND LANGUAGE STUDENTS. Discussion of background information for current immigration and population trends with related cultural characteristics and implications and strategies for learning. 26(2),45-53.

Rubin, Mary (1987). WHAT'S IN A NAME? THE NEED FOR RESOLUTION OF TERMINOLOGY CONFUSION IN DEVELOPMENTAL EDUCATION. Promotes the need for the development of a common language based in the field and a call for leadership by WCRLA and NADE to resolve the terminology dilemma. 20,8-15.

Utterback, Jim (1989). CLOSING THE DOOR: A CRITICAL REVIEW OF FORCED ACADEMIC PLACEMENT. Presents a brief discussion of the use and misuse of psychometric tests as well as discriminatory practices. Calls for freedom of choice instead of paternalism as well as for further research with particular emphasis on program evaluation. 22(1),14-22.

TEACHING STRATEGY/COURSE DEVELOPMENT

Brace, Betty & Slingerland, Penny (1990). SKILLS FOR THINKING ABOUT ANALOGIES. Description of a reasoning strategies course with incremental exercises designed to lead students to think clearly in analogies and apply analogic thinking to their courseware and general life activities. 22(2),71-77.

Condon, Vaneta (1987). THE EXAM ANALYSIS. Presentation of the Exam Analysis technique developed to identify poor performance on teacher-made examinations by the staff of a learning assistance program at a school of nursing. Includes specific procedures and student benefits. 20,147-154.

Daves, Karen & Jones, Malinda Etzler (1990). DESIGNING JOURNALS WITH A PURPOSE. Review of variety of types of journal formats linked to specific student needs and course goals. 22(2),28-36.

Dunston, Pamela, J. & Hayes, David (1990). HOW COLLEGE STUDENTS CAN GAIN FACILITY IN FLOWCHARTING DIFFICULT TEXTS. Presents an approach for increasing proficiency in turning textbook prose into flowchart form. Basic design features of a flowchart are described and functions of elements specified. Three steps for developing skill at flowcharting are first to flowchart ordinary personal activities, then texts that are easily comprehended, and finally difficult text. 23(1),80-86.

Gilbertson, Michael K. & Stephens, Deborah A. (1987). A METHOD FOR TEACHING REVISING TO ESL COMPOSITION STUDENTS. Teaching method based on "talk-write" pedagogy to teams of ESL students working on writing exercises. 20,31-35.

Glasgow, Jacqueline (1994/5). RESEARCH PORTFOLIOS. Presentation of use of research portfolios as a teaching strategy that captures the entire research process as well as accommodates the diverse range of language and research competencies of students. 26(2),54-64.

Grossman, Frances J. (1993). FACING THE AFFECTIVE DOMAIN: FINDING THE LEARNER LOST IN FEAR. Discussion of characteristics of fearful learners with suggestions of classroom intervention strategies including writing and drawing. 25(2),50-57.

Jachowicz, Patricia & Fricke, Michele (1995/6). FORMING A PARTNERSHIP: LIBERAL ARTS AND READING/STUDY SKILLS. Description of a collaboratively developed integrated content based study skills course designed to best prepare art students for the reading, writing and study demands of a Bachelor of Fine Arts degree program. 27(1),52-59.

- Kerr, Lisa & Silverman, Sharon (1993). CONTENT SPECIFIC STUDY STRATEGIES: A REPERTOIRE OF APPROACHES. Presentation of specially designed course for provisionally admitted freshmen emphasizing the design and use of content specific study materials in small group support session. 26(1),36-43.
- Licari, Charles J. & Talaganis, Amy R. (1991). READING THE CLASSICS. Presentation of an approach for developing critical comprehension linking reading and writing through the use of the classic writings with classroom procedures, guidelines and suggested reading selections. 23(2),79-86.
- Logan, Janet P. (1987). USING HUMOROUS AWARDS AND SERIOUS AWARDS TO CELEBRATE STUDENTS' AND COLLEAGUES' ENDEAVORS. Discussion of use of CEDO awards-Celebrating the Extraordinary Doing the Ordinary - for encouraging productive risk-taking, innovation, and a cooperative work environment. 20,87-92.
- Long, Sarah J. (1987). DESIGNING A READING COURSE FOR INDUSTRIAL WORKERS: WHAT MATERIALS TO INCLUDE AND WHAT FACTORS TO CONSIDER. Presentation of reading course developed for industrial workers at General Motors with specific components including rationale, principles, skills and activities. 20,63-70.
- Martinez, Joseph G.R. & Martinez, Nancy C. (1987). ARE BASIC WRITERS COGNITIVELY DIFFERENT? Discussion of differences between basic writers and graduate students in terms of their command of the conventions of writing with implications for writing instruction. 20, 16-23.
- Miller, Natalie & Connolly, Maureen (1990). PROBLEM SOLVING WITH A METACOGNITIVE TWIST. Use of problem solving skills in the traditional reading skills curriculum as a metacognitive approach employing the collaborative learning technique. 22(2),65-70.
- Parrish, Berta (1989). JOURNAL KEEPING IN BASIC WRITING COURSES. Explicates the benefits of journal keeping and provides an instructional model for journaling with basic writers. 22(1),8-13.
- Rogers, Brenda (1988). METACOMPREHENSION, SECONDARY IGNORANCE AND ILLUSIONS OF KNOWING. Discussion of research related to condition of "secondary ignorance" in metacognition and suggestions for helping students become more sensitive to their state of ignorance or lack of comprehension. 21,57-68.
- St. Clair, Linda (1994/5). TEACHING STUDENTS TO THINK: USING LIBRARY RESEARCH AND WRITING ASSIGNMENTS TO DEVELOP CRITICAL THINKING. Discussion of innovative curriculum and classroom strategies that combine critical thinking, library research and writing to better empower students in the midst of an explosion of information in this technological society. 26(2),65-74.
- Valeri-Gold, Maria & Deming, Mary P. (1990). RESEARCH UPDATE ON COMPUTER-ASSISTED INSTRUCTION FOR 'AT-RISK' COLLEGE READERS AND WRITERS. Despite rudimentary problems associated with the instructional use of computers (dearth of theoretically sound software, lack of trained personnel, user resistance) computers can aid in individualizing reading and writing instruction, provide learning situations for collaboration, and promote the integration of reading, writing, speaking, and listening for college learners. 23(1),87-95.
- Wauters, Joan K. (1988). CRITIQUE, CONFER, REVISE: A WRITING EVALUATION PROCESS. Discussion of a model of writing evaluation that involves a systematic approach to assessment with ample instructor and peer feedback on drafts of an essay through written critiques and oral conferences. 21,80-87.

ORIGINAL RESEARCH

- Adams, Susan McIntyre & Mikulecky, Larry (1989). TEACHING EFFECTIVE COLLEGE READING AND LEARNING STRATEGIES USING COMPUTER ASSISTED INSTRUCTION. Evaluation study of two multi-lesson computer programs developed to train undergraduates to more effectively read and comprehend college level textbooks. Treatment group scored significantly better on learning center chapter test as well as on items related to the chapter on regularly scheduled biology class test. Interview and questionnaire results were also favorable. 22(1),64-70.
- Ashmore, Rhea & Madden, Joseph D. (1990). LITERACY VIA LATIN: A CASE STUDY.

Using a case study approach researcher examined the effects of Elementary Latin 101 instruction on reading ability of a college student with a verbal disability. Positive changes were demonstrated in the areas of pronunciation of English words, word meaning, comprehension and attitude toward reading. 23(1),63-70.

Billington, Dorothy D. (1990). THE ROLE OF EDUCATION IN STIMULATING ADULT DEVELOPMENT. Study focused on developmental differences for adults in teacher-directed versus self-directed learning programs. Implications for designing learning environments that foster adult development. 22(2), 11-19.

Block, Ellen (1990). STRATEGIES OF COLLEGE READERS. Provides insights into differences between successful and unsuccessful students in college reading classes as revealed through verbal think-alouds. 23(1)49-62.

Bohr, Louise (1994/5) COLLEGE COURSES WHICH ATTRACT AND GENERATE GOOD READERS. Multifaceted study designed to learn which college majors are likely to be comprised of better readers, which types of freshmen courses are taken by better readers, which types of freshmen courses are best associated with reading gain when initial ability is taken into account, and what is the association between college developmental courses and success when initial ability is taken into account. Discussion centers on three "unsettling" trends and additional research and policy issues. 26(2), 30-44.

Boyle, Owen & Peregoy, Suzanne, F. (1991). THE EFFECTS OF COGNITIVE MAPPING ON STUDENTS' LEARNING FROM COLLEGE TEXTS. Study designed to test the effectiveness of cognitive mapping on comprehension and the retention of expository prose based on written summarization of text information. Supports use of mapping in concert with other study strategies. 23(2),14-22.

Broderick, William and Dennis-Rounds, Jan (1988). COMPUTERS IN THE READING CENTER: CAN THEY MAKE A DIFFERENCE IN THE TEACHING OF READING? An examination of the extent to which both the instructional materials and extra time spent improving skills using the computer contributed to reading gains over one semester. Found that both of these variables - materials and practice time - were significant contributors to gains made, with the instructional materials being more significant. 21,17-20.

Cupp, Gretchen M.; Dyer, Penelope A.; Morrison, Timothy G.. & Tracz, Susan M. (1990). THE RELATIONSHIP BETWEEN PLEASURE READING, TEXTBOOK READING & ACADEMIC SUCCESS. Found significant relationship between self-reported amount of pleasure reading and textbook reading. Found no significant relationship between number of books read for pleasure and GPA, library hours or hours worked. 23(1),10-19.

Draheim, Marilyn E. (1987). DIRECTED READING-THINKING ACTIVITY, CONCEPTUAL MAPPING, AND UNDERLINING: THEIR EFFECTS ON EXPOSITORY TEXT RECALL IN A WRITING TASK. Investigation of the effects of four instructional approaches to reading informational expository essays on students' recall of main ideas and high subordinate ideas when they write a summary analysis essay based on an assigned topic. Suggests that mapping alone is not an effective instructional approach. DR-TA and mapping or reading to find main ideas that model reading strategies are more effective. 20,87-92.

Faherty, Victoria Burkhart (1990). RECIPROCALLY TEACHING THE UNDERPREPARED COLLEGE STUDENT. A case study of use of reciprocal teaching (gradually shifting greater responsibility for learning to the learner) to combat problem of lack of transfer of skills learned in learning center to college courses. 23(1),71-79

Fleisher, Barbara M. (1992). VIDEOTAPING: A TOOL FOR SELF-EVALUATION. Analysis of multiple-videotapings as a self-evaluation tool for teachers superior to individual perceptions and memory and a mechanism for bringing about behavioral changes. 24(2),40-47.

Gbenedio, Uche B. (1989) READING FOR SPELLING: A STUDY IN CONCOMITANT AND INCIDENTAL LEARNING. Examines differences in spelling performance when informed would be held accountable after reading versus not being told. Results indicate that students can, to some extent, learn word spellings from their reading; good spellers learn word spelling faster than poor spellers, and, instructions to learn word spellings facilitate learning. 22(1),23-28.

Glenn, Patricia J. & Erftmier, Thelman A. (1991). GOOD READERS WHO SPELL POORLY: WHAT'S THE PROBLEM? Pilot study to test the theory that GR/PS (good readers/poor spellers) make different use of visual imagery than GR/GS (good readers/good spellers). Confirms predictions with recommendations for additional research to ascertain nature and etiology of the disability. 23(2),23-33.

Hall, Chris (1990). WRITING BEFORE READING: A ROLE-PLAYING MODEL. Study designed to test the efficacy of the role-playing pre-reading and prewriting method with implications as a useful tool in an integrated reading-writing curriculum. 22(2),20-17.

Harrington, Judy S. (1991). MULTICULTURAL AWARENESS TRAINING FOR LEARNING ASSISTANCE STAFF. Study designed to explore the effect of participation in a multicultural awareness experimental in-service for learning assistance personnel in an attempt to quantify the qualitative observations that were made. Includes programmatic revisions and implications. 23(2),34-46.

Higginson, Bonnie C. (1987). AN INVESTIGATION INTO THE SELF-SELECTED STUDY STRATEGIES USED BY COLLEGE BOUND SECONDARY STUDENTS: IMPLICATIONS FOR THE COLLEGE READING SPECIALIST. Study of self-selected study strategies used by high school juniors and the degree to which prior knowledge of a topic affects self-selected study strategies and comprehension in history and chemistry classes. Calls for more K-12 articulation and coordination related to reading and study strategies. 20,24-30.

Higginson, Bonnie C., Stahl, Norman A., Lee, Sung-ho, McEachern, William Ross, MacKay, Gilbert, Ming-Yi, Yang & Torrefrana, Lourdes (1994/5). LEARNING AND STUDY STRATEGIES OF COLLEGE STUDENTS IN SIX COUNTRIES. Unique multi-national research study to determine the behaviors, interests, and attitudes toward learning held by successful students enrolled in college coursework in the United States, the Peoples' Republic of China, the Republic of Korea, the United Kingdom (Scotland), the Philippines and Canada. 26(2),13-22.

Kaiser, Robert A., Davis, Todd M., Litowitz, Debra, & Argall, Rebecca (1992). INTER-RATER RELIABILITY OF A HOLISTICALLY SCORED ESSAY TEST USED FOR STUDENT PLACEMENT IN REMEDIAL/DEVELOPMENTAL WRITING CLASSES. Found (1) a broad range of inter-rater reliability among 20 New York State institutions, (2) no significant correlation between inter-rater reliability and the practices of using a range finder, assigned versus volunteer readers, and group versus individual reading. Poses question of whether training overrides entrenched attitudes of individuals 24(2),17-26.

Kincade, Kay M. & Greene, Barbara A. (1992). COLLEGE STUDENTS' COMPREHENSION AND IMPRESSIONS OF COMPUTER-PRESENTED TEXT: THE EFFECTS OF TEXT SEGMENTATION SIZE AND READING SPEED. Examines (1) the effect of features of a widely-used commercial reading software program on typical college students' comprehension performance (speed of presentation, segment length and coherence, and character spacing) and (2) subjects' metacognitive awareness of which features facilitated or interfered with their reading. Provides several important implications for computer-based reading programs. 25(1),18-28.

Kincade, Kay M., Kleine, Paul F., Johnson, Imogene T. & Jacob, Clyde T. (1989). INDIVIDUALIZING A COLLEGE READING COURSE WITH THE AID OF COMPUTERS. Study of the effectiveness of a college reading improvement course which included a computer-assisted instructional component. Found significant gains in comprehension and rate but not in vocabulary using Nelson Denny. Found no correlation between success and ACT composite scores, university classification, age, or gender. 22(1),71-80.

Lewis, Janice & Carter-Wells, JoAnn (1987). A CAUSAL MODEL OF READING ACHIEVEMENT AND EXPOSITORY WRITING PERFORMANCE AMONG SELECTED COLLEGE FRESHMEN. Research study using path analysis that proposes and tests possible causal relationships between reading achievement and expository writing performance among college freshmen. Graphic representation of multifaceted model and recommendations for future research. 20,36-46.

Martinez, Nancy C. & Martinez, Joseph G. R. (1990). RE-EXAMINING STUDENT ERRORS AND TEACHER EXPECTATIONS IN THE BASIC WRITING CLASS. Descriptive study of the nature of basic writers at a medium-sized, regional university revealed a heterogeneous group with not one, but several types of basic writers: typical basic writers, ESL basic writers, poor editors, and shallow thinkers. 23(1),36-48.

Martinez, Joseph G.R. & Martinez, Nancy C. (1988). PERRY'S SCHEME AND WRITING ASSESSMENT. Study of the impact of a Perry style writing assessment on minority students writing using case study methodology and recorded writing protocols.

Findings suggest that the use of Perry-Scheme analyses to assess the essays and intellectual development of minority students to be inappropriate and misleading. 21,69-79.

McIntyre, Susan (1992). LECTURE NOTETAKING, INFORMATION-PROCESSING AND ACADEMIC ACHIEVEMENT

Demonstrates correlations among information processing ability, notetaking effectiveness scores, and academic performance of subjects with average SAT scores. Confirms the notion that notetaking skills need to be taught and practiced. 25(1),7-17.

McLaughlin, Margaret A., Price, Patricia T. & Shultz, Gerald R. (1992). WHOLE LANGUAGE, CRITICAL LITERACY AND ACCOUNTABILITY. Demonstrates whole language (reading and writing taught transactionally in contexts meaningful to students) approach superior to separate reading and writing skills-emphasis instruction for provisionally admitted students. 25(1),29-39.

Mealey, Donna L. & Higginson, Bonnie C. (1992). STUDENTS' EVALUATION OF THEIR CONTENT AREA WRITING. Demonstrates self evaluation results in a better written essay than no self evaluation and that student and researcher evaluation of quality differ, but not remarkably. 25(1),40-50.

Olson, James R. & Valeri-Gold, Maria (1991). COOPERATIVE LEARNING AND COLLEGE DEVELOPMENTAL READERS: AN ACTION RESEARCH PROJECT TO IMPROVE SUMMARY WRITING. Informal classroom research in which the hypothesis that a cooperative learning activity that used an authentic task (summary writing) might alleviate some of the problems students face during summary writing, might enhance group interaction skills and encourage student independence. 24(1),40-45.

O'Neill, Stephen P. & Todaro, Joseph (1991). THE EFFECT OF METACOGNITIVE TRAINING ON THE READING ACHIEVEMENT OF URBAN COMMUNITY COLLEGE STUDENTS. Comparison of metacognitive intervention (explanation, modeling, and practice of metacognitive strategies) and direct teaching of reading and study skills with two levels of remedial students. Metacognitive intervention more effective in increasing students use of metacognitive strategies, but not more effective in improving reading comprehension as measured by a standardized test. 24(1),16-31.

O'Neill, Stephen P., Todaro, Joseph & Jackson, Vivian (1993). AGE: A FACTOR IN THE METACOGNITIVE TRAINING OF URBAN COMMUNITY COLLEGE STUDENTS? Reanalysis of data from a study focusing on the relationships of age and the use of metacognitive strategies and measures of reading comprehension. Findings demonstrate the capacity of older developmental students in an urban community college to make significant gains in the use of metacognitive strategies. 26(1), 28-35.

Pace, Ann J.; Peck Arlie, & Sherk, John K. (1990). SELF-REPORTS OF STUDYING PRACTICES AND COURSE ACHIEVEMENT: IS THERE A RELATIONSHIP? Found self-report measures of students studying practices unrelated to academic achievement even with specific courses. Cautions against use of self-report measure of study skills for predictive purposes. 23(1),20-28.

Ramirez, Gen M. (1991). SCOTOPIC SENSITIVITY SYNDROME IN SPECIAL POPULATIONS. Study to determine the role of SSS in academic difficulties of probationary students and the use of overlays for remediation. 23(2),69-78.

Sakamoto, Karen K. & Woodruff, Rosemaire Villalba (1992). LEARNING STYLES OF MEDICAL SCHOOL STUDENTS IN A PROBLEM-BASED LEARNING MODEL. Found no correlation between learning styles (Learning Preference Inventory and MyersBriggs Type Indicator) and performance on an essay exam among students in a problem-based learning curriculum. Concludes that problem based curriculum allows for differences in learning styles. 24(2),1-10.

Simpson, Michelle & Stahl, Norman A. (1987). PORPE: A COMPREHENSIVE STUDY STRATEGY UTILIZING SELF-ASSIGNED WRITING. Presentation of steps and processes involved in PORPE study strategy along with the findings of initial research with high risk students using PORPE in freshmen level psychology classes. Confirms that PORPE can significantly impact student learning whether it be assessed by essay or objective test formats. 20,51-57.

Simpson, Michelle L. & Hynd, Cynthia (1988). AN INITIAL VALIDATION OF A STRATEGY FOR STUDYING NARRATIVE TEXT. Validation of an annotation and underling testaking study strategy for narrative text. Results confirmed that the system appeared to assist students in preparing for their multiple choice questions, but did not prepare them for the essay question. 21,41-47.

Smith Brenda D., Stahl Norman, & Neil, John (1987). THE EFFECT OF IMAGERY INSTRUCTION ON VOCABULARY DEVELOPMENT. Explores the usefulness to imagery as a learning tool in a classroom situation with students in an upper level developmental reading course. Demonstrates use of visual imagery as part of an instructional technique in a vocabulary development program. 20,131-137.

Smith, Brenda; Miller, Cynthia A. & Grossman, Frances J. (1992). COMPREHENDING MATHEMATICAL CONCEPTS: RELATING READING AND WRITING TO MATHEMATICAL PERFORMANCE Demonstrates teaching students to read and subsequently write about mathematical concepts (1) improves ability to later explain concepts in writing, (2) does not transfer to increased ability to perform related computational tasks, (3) correlates positively with ability to solve related mathematical problems, and (4) correlates positively with overall course grades. 25(1),51-64.

Smith, Brenda D. & Chase, Nancy D. (1991). THE FREQUENCY AND PLACEMENT OF MAIN IDEA TOPIC SENTENCES IN COLLEGE PSYCHOLOGY TEXT BOOKS. Finds an increase in the frequency of explicitly stated topic sentences and of initial placement of topic sentences over earlier studies. Yet, readers must construct main idea 42% of the time in user friendly psychology text. 24(1),46-54.

Smith, M. Cecil (1990). DIFFERENCES IN COMPREHENSION-MONITORING AND MEMORY-MONITORING AMONG ADULT READERS. Research to determine 1. whether comprehension-monitoring and memory-monitoring are separable skills and 2. how well young adults can monitor their comprehension and memory of more and less demanding text information in an error-free format. The evidence suggests that comprehension-monitoring and memory-monitoring are not separate cognitive abilities. Although readers of an easy text were more accurate in monitoring their comprehension than were readers of a difficult text, the differences were not statistically significant. 22(2),78-87.

Tedick, Diane J., Bernhardt, Elizabeth B. & De Ville, Craig (1991). INTERPRETING ESSAY EXAMINATION TOPICS USED FOR ASSESSING CONTENT KNOWLEDGE: DIFFERENCES AMONG TEST MAKERS, TEST RATERS, AND TEST TAKERS. Assesses differences in test makers, test takers, test raters interpretation of essay questions (meaning assessment of difficulty, planning and responding time) and whether differences would influence scores. Results mixed. 24(1),63-80.

Van, Brinda (1992). COLLEGE LEARNING ASSISTANCE PROGRAMS: INGREDIENTS FOR SUCCESS. (1) Identifies 9 essential variables for successful college learning assistance programs from a comprehensive review of literature in the areas of developmental education, student development, and college retention and (2) provides a rationale for the inclusion of these variables in the academic milieu. 24(2),27-39.

CRLA ORGANIZATION/PROFESSIONAL DEVELOPMENT

Deese, Susan (1989). WCRLA MEMBERSHIP SURVEY RESULTS. Demographic study of WCRLA membership including membership services, annual conference information, publications and placement service. 22(1),1-7.

Fippo, Rona F. (1988). THE WHERE, WHAT AND HOW OF PUBLISHING IN COLLEGE READING. Discussion of information and guidelines about potential publication sources for those interested in publishing in the field of college reading and study strategies improvement. 21, 104-112.

Johnen, Elizabeth (1994/95). HEADED FOR THE FUTURE: THE USE OF STRATEGIC PLANNING TO GUIDE THE COLLEGE READING AND LEARNING ASSOCIATION. Invited policy article discussing the results of strategic planning for CRLA in 1993 to guide the association into the next 20 years and to assist the association in embracing and accommodating the changing educational arena. Particular emphasis on mission, vision, values and goals, the identification strengths, weaknesses, opportunities, and threats as well as strategic issues and visions for the future. 26(2),83-89.

Mealey, Donna L (1991). DOCTORAL PROGRAM GUIDELINES FOR COLLEGE READING INSTRUCTORS: A THEORY-BASED APPROACH. Discussion of critical aspects of strategic learning for college reading students as framework for a

proposed doctoral program of studies. Specific courses with rationale are provided to foster an awareness of student needs and curricular goals. 23(2),47-54.

Patterson, Becky (1991). **OUR VOICES AS READERS: HOW COLLEGE TEACHERS VIEW READING: CRLA KEYNOTE ADDRESS.** Survey of reading habits of college and university teachers attending Presidents Address, CRLA 23rd annual conference. Most are not avid book pleasure readers, more newspaper, magazine, and professional journal readers. Suggests that faculty have a variety of ways of sharing pleasure reading with students and classroom reading tasks. Have a watershed book that has influenced life. 23(1),1-9.

Weinsheimer, Joyce D. (1992). **STORIES SHARED: A LOOK AT CRLA TODAY** Results of survey taken at the Second General Session, 25th Annual Conference, San Francisco related to job titles, roles, goals or visions of how higher education would be different, components or elements of the current "struggle" for institutional change, and suggestions for expanding our communities and using our "stories" to shape the higher education community. 25(1),1-6.

PROGRAM / PROJECT DESCRIPTION / EVALUATION

Agee, Karen S. (1987). **DABBLING IN THE LEARNING STRATEGIES: TECHNIQUES FOR TEACHING THE PRETTY GOOD STUDENTS.** Presentation of program with curriculum and instructional techniques designed for "pretty good students" under the auspices of a reading/learning assistance office. Includes recommendations for staff and peer tutors. 20,47-50.

Austin, Rose & Gifford, Maude (1993). **IMPLEMENTING A TEACHING EXCELLENCE PROGRAM FOR DEVELOPMENTAL EDUCATORS.** Discussion of the implementation of a teaching excellence program that provides maximum benefit for developmental educators. Includes planning process, funding, implementation, faculty "intensives," and professional development activities. 26(1),11-15.

Brown, Cheryl (1987). **AN ALTERNATIVE TO PEER TUTORING: COURSE SPECIFIC STUDY GROUPS.** Presentation of course-specific study group program as a cost-effective method of providing increased tutoring support without any additional funding. 20,100-106.

Brown, Susan C., Geiger, Sandra & Scott, Margaret M. (1988). **PROMOTING MATHEMATICS LEARNING THROUGH AN INTERVENTION PROGRAM TEACHING MATHEMATICS ANXIETY IN A SELECTED GROUP OF WOMEN AND MINORITY STUDENTS.** Presentation of comprehensive mathematics education intervention program that includes instruction and counseling on both individual and group levels. 21,9-16.

Call, John M., Hendricks, Kathleen & Jones, C. Susan (1990). **THE ROLE OF ASSESSMENT IN UNDERSTANDING HIGH RISK STUDENTS: A LOOK AT BALANCED DEVELOPMENT.** Use of ecosystem planning model in establishing an

assessment plan for high risk student programs with special emphasis on the developmental and environmental effects on academic performance. 22(2),1-10.

Caverly, David & Tessmer, Martin (1987). **DESIGNING COMPUTER TUTORIALS.** Presents seven steps to follow in developing excellent tutorials without extensive training in computer programming utilizing a team concept consisting of a content specialist, an instructional designer and a computer programmer. 20,114-123.

Carpenter, Kathy (1992). **EVALUATING A TUTOR PROGRAM: DECISION POINTS AND METHODOLOGIES.** Offers general guidelines for program evaluation. 24(2),11-16.

Chaffee, John (1988). **TEACHING CRITICAL THINKING ACROSS THE CURRICULUM.** Discussion of variety of efforts to improve critical thinking at a community college including a course that provide entering students with the basic thinking and literacy abilities needed for academic and career success, a funded project to integrate CT across the curriculum, and a critical thinking disciplinary perspective model and guidelines for developing CT abilities. 21,151-159.

- Clark, Carolyn & Bender-Lamb, Sylvia (1988).* **ESL STUDENTS AND LIBRARY SKILLS INSTRUCTION: ARE WE HITTING THE MARK?** Program developed to address the needs of international students as they learn to utilize libraries for academic research including guidelines and structure of library instructional sessions. 21,98-103.
- Ferrari, Linda Hill, McDonald, Maxine & Provencio, Marie E. (1987).* **LEARNING SKILLS ASSISTANCE TO MINORITY STUDENTS AT RISK.** Presentation of three programs designed to help minority students persist at a comprehensive state university - Upward Bound, Intensive Learning Experience (ILE) and Educational Opportunity Program (EOP). 20,71-77.
- Gardner, John N. (1988).* **THE FRESHMEN YEAR EXPERIENCE MOVEMENT.** Discussion of freshmen year phenomenon and development of UNIV. 100 - The Student in the University - curriculum and specific techniques and approaches for success in freshmen seminar courses. 21, 21-32.
- Hacker, David A. & Schaefer, Susan E. (1988).* **THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A POST-BACCALAUREATE PROGRAM FOR PRE-MEDICAL STUDENTS.** Comprehensive presentation of a successfully funded two-phase post-baccalaureate program designed to matriculate more qualified minority and disadvantaged students into medical school. Key components include diagnostic and assessment tests, learning skills workshops and counseling sessions, MCAT preparation, "special status" enrollment in science classes and medical college application process assistance. 21,88-97.
- Hancock, Karan & Gier, Tom (1991).* **COUNSELING SKILLS: AN IMPORTANT PART OF TUTOR TRAINING.** Review of eight college and university programs to determine minimum requirements in common for students desiring to be tutors. Includes definitions and related theories of tutors/tutoring and counselors/counseling with recommendations for training. 23(2),55-59.
- Hodges, Russell B., Sellers, Diana E. & White, William G. (1994/5).* **PEER TEACHING: THE USE OF FACILITATORS IN COLLEGE.** Use of an undergraduate teaching assistant engaged in collaboratively teaching a college course alongside the college instructor. Presents roles, selection criteria, training, policies and evaluation of these facilitators. 26(2),23-29.
- Mandeville, Thomas F., Caverly David C. & Nicholasn, Sheila (1994/5).* **STAFF DEVELOPMENT THROUGH COLLABORATION, REFLECTION AND ADAPTATION.** Presentation of various instructional theories of learning with use of the social-constructivist theory as a model for a developmental reading program and a related staff development plan with emphasis on collaboration, reflection, and adaptation. 26(2),75-82.
- Nogales, Patti D., (1987).* **AN ALTERNATIVE TO PEER TUTORING: ADJUNCT WORKSHOP PROGRAMS FOR CRITICAL CLASSES.** Discussion of pilot adjunct workshop program to an entry level nursing course by providing skills development in areas such as time management, learning methods, reading, library and research skills and the American Psychological Association (APA) format. 20, 107-113.
- O'Hear, Michael F. (1990).* **ONE THAT WORKS.** Description of reading/study skills course designed as part of a developmental learning package to be taken by students before embarking on academic coursework. Emphasis on course structure, procedures and evaluation. 22(2),49-52.
- Schaefer, Sue & Hopper, Jane (1991).* **SUCCESSFUL FUNDING AND IMPLEMENTATION OF A BIOLOGY ADJUNCT.** Describes the planning, implementation, and evaluation phases of an adjunct biology course at a large university. 24(1),55-62.
- Shaw, Gladys R. & Posey, Evelyn J. (1987).* **USING RESIDENT EXPERTISE AND CAMPUS RESOURCES TO ENHANCE TUTOR TRAINING.** Discussion of multifaceted tutor training program utilizing expertise and resources across a campus with specific examples and detail of both the General Training Program and the Writing Room structure. 20,93-99.
- Shaw, Gladys (1989).* **EVALUATION: AN EXPERIENTIAL, DEVELOPMENTAL TRAINING ACTIVITY FOR TUTORS.** Promotes evaluation procedures that permits learning center tutors to examine their own performance in light of what is excellent and to make self-determined changes in behavior. 22(1),29-35.
- Slagle, Sinda J., Skinner, Katheryn, Burrell, Karen, Gerardy, Lou, Courtright, Merrie & Pottorff, Carol (1993).* **VARIOUS FACES OF WORKFORCE LITERACY.** Discussion of need and support for workplace literacy training and description of four sample programs and their common elements of needs assessment, curriculum selection or development, instructional delivery and evaluation. 26(1),44-52.
- Walker, Carolyn P. (1995/6).* **CURRICULUM FOR THE ONE-ROOM SCHOOLHOUSE: A NEW MODEL FOR A WRITING CENTER THAT SERVES EVERYONE AT ONCE.** Description of a new model for writing centers with extensive presentation of a variety of center-developed teaching/learning activities. 27(1),34-42.
- Wood, Nancy V. (1989).* **CODIFYING LITERACY: IDENTIFYING AND MEASURING READING COMPETENCIES IN STATEWIDE BASIC SKILLS ASSESSMENT PROGRAMS.** A description and cautionary response to Texas's effort to create a list of reading skills for state mandated testing and instructions. Includes a comparison of five lists of reading competencies. 22(1),36-46.

KEYNOTE SPEECHES/PRESIDENTIAL ADDRESSES

Cohen, Arthur M. (1987). TWENTY YEARS OF PROGRESS TOWARD A DISCIPLINE:WCRLA KEYNOTE ADDRESS.

Pivotal keynote address at the 20th annual conference reflecting growth of CRLA (WCRLA) as a professional specialty as well as a new academic discipline. Delineates components of a discipline that an organization needs to pursue including evidence of instructional effects, research agenda, postulates and methodologies. 20,1-7.

Cross, K. Patricia (1993). CLOSING THE GAPS BETWEEN TEACHING AND LEARNING. Keynote speech at the 1993 CRLA annual conference discussing the role of classroom research and classroom assessment in closing the eight detailed "gaps" between teaching and learning with specific strategies and recommendations. 26(1),1-10.

Enright, Gwyn (1988). THE KEYS TO KEEPING BOTH DOORS AND MINDS OPEN: WCRLA KEYNOTE ADDRESS.

Presidential address at the 21st annual conference focused on responding to the political realities in education and recommending that learning professionals become more proactive,creative, resourceful and involved on their campuses with other units and departments. 21,1-8.

Freud, Sophie (1994/5) THE JOURNEY IS THE GOAL AND OTHER ADVICE FROM A RETIRED PROFESSOR.

Inspirational keynote speech at the 1994 annual conference reflecting on opportunities, stories and explanatory principles as key life personal and professional growth experience with implications for the educational community with an emphasis on the process of the "journey" of life. 26(2),1-12.

Gier, Tom (1995/6). THE EDUCATIONAL GOURMET:INGREDIENTS FOR SUCCESSFUL TEACHING AND LEARNING.

Presidential address at the 1995 CRLA annual conference providing a personal framework for successful teaching and learning along with the perspectives of seven CRLA colleagues. 27(1),1-6.

Paul, Richard (1988). CRITICAL THINKING AND LEARNING: A MAXIMALIST VERSUS MINIMALIST APPROACH. Keynote speech at 21st annual conference describing critical thinking and its relationships to the minimalist and maximalist approaches to education along with relevant applications to developing, structuring, and evaluating learning centers. 21,113-130.

Samuels, Jay (1995/6). AN UNUSUAL ANALYSIS OF HIGHLY EFFECTIVE TEACHERS: WHAT MAKES THEM GREAT?

Keynote speech at the 1995 CRLA annual conference profiling four prominent teachers and the strategic approaches that they use to get others to reach certain goals with discussion of common characteristics including goal setting and motivation. 27(1),7-13.



1995-96 Annual Report
for the
Professional Association Liaison Committee
of the
College Reading and Learning Association

By
Gladys R. Shaw
Committee Chair

1995-96 ANNUAL REPORT
FOR THE
PROFESSIONAL ASSOCIATION LIAISON COMMITTEE
OF THE
COLLEGE READING AND LEARNING ASSOCIATION

Committee Chair: Gladys R. Shaw, Director
Tutoring and Learning Center
U.T. El Paso
915-747-5366 (Office Phone)
915-747-5486 (Office Fax)

Committee Members: Kathy Carpenter, Dr. JoAnn Carter-Wells,
Roseanne Cook, Bonnie Easley, Dorothy Gray, Becky Johnen, Patricia
Mulcahy-Ernt, Suzanne McKewon, Betty Myers, Lanetia "Sam" Noble,
Jolynne Richter, and Marion Von.

Committee Goals

General Goals. The continuing goals of the Professional Association Liaison Committee are to

1. identify professional organizations having similar or related goals.
2. assign a committee member as 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 directory of identified organizations.
6. provide a Professional Association Liaison Forum at each national conference of CRLA to make new professional contacts and identify current issues of mutual interest or concerns.

1995-96 Objectives

Status Summary

1. Develop a directory of speakers from CRLA and other organizations for use of Chapters and Regions.

Done

2. Establish three more liaisons.

Two formal (Note: In consultation with the Board, it was concluded that formal liaisons need to be limited due to costs)

1995-96 Objectives (Cont.)

Status Summary (Cont.)

- | | |
|--|---|
| 3. Regularly submit information about our liaisons, such as profiles, conference dates, etc. to the CRLA Newsletter. | Done |
| 4. Obtain as many membership lists as possible to add to our mailing database for dissemination of CRLA conference information. | Two new liaisons |
| 5. Put PAL fliers in the conference registration packets. | Done |
| 6. Obtain CRLA brochures, extra newsletters and journals for addition to our Road Show. | Done & distributed to PALs |
| 7. Have a regular working session at the Albuquerque Conference. | Scheduled |
| 8. Sponsor a panel of liaisons at the 1996 Conference to discuss common professional issues (possibly someone from NADE, CRLA, IRA, SIG on Reading Improvement and NCEOA). | Scheduled "Improving Reading Instruction" |
| 9. Arrange for an information table at the conference for distribution of literature from our informal liaisons. | We will share the "Sharing Table" |

Discussion

PALs made at least 10 professional presentations at conferences sponsored by other organizations, and shared materials or formal exhibits with over 15 other organizations and their conferences: five sponsored by the International Reading Association, the Texas Conference for Academic Support Programs, NADE, AHEAD, NCEOA, ACPA, the American Association of Higher Education Assessment and Quality, the Association of American Colleges and Universities, the College Board, the National Post-Secondary Assessment, the National Center for Post-secondary Teaching, Learning, and Assessment, and Interstate Developmental Education Association.

Dr. JoAnn Carter-Wells, PAL and Journal Editor, was able to document 17 new journal subscriptions directly as a result of her distribution of materials.

Two new formal liaisons were established with the National Tutoring Association and the Midwest College Learning Center Association.

Since formal liaisons are costly in terms of exhibit space, etc., an informal liaison agreement form was developed and submitted for Board approval. There has been no response from the Board as yet.

A Reading Panel on Improving College Reading Instruction is being co-sponsored with the CRLA Reading SIG at the Albuquerque Conference.

Fifty initial directories of keynote speakers, panelists, consultants, trainers, and facilitators have been produced and will be distributed at the Albuquerque Conference. It is the intent of the committee that this be continued, expanded, and made a saleable publication in the future.

No word was received regarding a traveling display that PALs could utilize. In the interim, we take journals, newsletters and membership forms when we attend conferences. The Chair made sure each PAL had a stock of these items.

A great deal of information about the PALs Committee was published in the CRLA newsletter: three PALs were showcased; the speaker form for inclusion in the directory was published, a survey regarding salary and status of developmental educators was published to assist in a study being conducted by the Professional Standards Committee of NADE; and the information we obtained for conferences of our liaisons was published.

I want to commend the Newsletter Editor, Roz Bethke on her great presentation of our submissions and her cooperation in showcasing the Committee.

I also want to commend CRLA President, Patricia Mulcahy-Ernt, who worked unceasingly on the PAL's objectives despite her presidential responsibilities.

Disruptions in liaisons caused by transitions in personnel at the College Board and AHEAD have been bridged by Dr. JoAnn Carter-Wells and Becky Johnen, respectively, so those informal liaisons are being continued despite the organizational changes.


An updated directory of liaisons, the additional proposed Liaison Agreement, two pages of the PALs Directory, and a rough draft of the panel presentation are appended for the Board's review.

This completes my three years as Chair of the Committee. A replacement is being sought by the Board. The liaison with IRA for 1996-97 will change from Patricia Mulcahy-Ernt to Lanetia "Sam" Noble. Additional members for the committee will be solicited at the Albuquerque Conference.

Please also know that all costs of the committee was absorbed by me and my department for two years, but this year I am submitting a bill for the directories to allay part of that expense for my department. This will provide some cost information should the directory be continued. If it is to be continued, a cost-benefit analysis and budget adjustment will be needed.

I want to express my appreciation to the Board for the opportunity of serving as Chair of the Professional Associations Liaison Committee. It was an opportunity to grow personally and to serve an organization that has been integral to my professional development for 15 years. Please be assured that the new Chair will receive both an organized notebook and an invitation to consult me at any time a question arises.

Respectfully submitted,


Gladys R. Shaw, Chair

(NOTE: Please return to me with corrections ASAP)

Directory of CRLA Professional Liaisons

Organization

Liaison

AAHE

ASHE

AERA

American Association of Univ. Women
President or Corporate Membership
Coordinator
1111 16th St. NW
Washington, D.C. 20036

AALL
Arizona Association for Lifelong
Learning
Jolynne Richter, President

Jolynne Richter
4960 N. Tonto Way
Prescott Valley, AZ 86314
(W) 520-776-2090
(Fax) 520-776-2083

ALF
Arizona Library Friend
Jolynne Richter

Jolynne Richter
(Same as above)

AAACE
American Association for Adult
and Continuing Education

Jolynne Richter
(Same as above)

Arizona Transition Team contact
Jolynne Richter

Jolynne Richter
(Same as above)

OrganizationLiaison

ACIFA
 Alberta College-Institute Faculties
 Association
 #412 10357-109 St.
 Edmonton, Alberta T5J IN3
 Canada
 (Faculty Association in
 Alberta Province)
 Organization of the faculty
 associations for the colleges and
 institutes in the province of Alberta.

Dorothy H. Gray
 Grant MacEwan Community
 College
 10700-104 Ave.
 Edmonton
 Alberta, Canada T5J 4S2
 (W) 403-497-5353
 (Fax) 403-497-5347

AAAL
 Alberta Association of Adult Literacy
 c/o AVC (Alberta Vocational College)
 332-6 Avenue S.E.
 #211 RMP
 Calgary, Alberta T2G 4S6
 Canada
 (Organization of literacy volunteers,
 students, instructors, administrators,
 and researchers)

(Same as above)

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

Bonnie Easley
 1111 Figueroa Pl.
 Wilmington, CA 90744
 310-522-8469 (W)
 310-834-1882 (Fax)

OrganizationLiaison

AHEAD

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

Becky Johnen
West Virginia Northern
Community College
Wheeling Campus
1704 Market St.
Wheeling, W.Va. 26003-3699
304-233-5900 X446 (W)
304-233-5900 X4402 (Fax)

ACPA

Commission XVI
American College Personnel Assoc.
Gladys R. Shaw, Chair

Gladys R. Shaw, Director
U.T. El Paso
Tutoring and Learning Ctr.
300 Main Library
El Paso, TX 79968
915-747-5366 (W)
915-747-5486 (Fax)

CATESOL

California Association of Teachers
of English to Speakers of other
Languages

Suzanne McKewon
Southwestern College
900 Okay Lakes Rd.
Chula Vista, CA 91910-7299
(W) 619-421-6700 (X5558)
(Fax) 619-482-6323

The College Board
Ste. 1200 Capital Place
915 L. St.
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

OrganizationLiaison

International Reading Association
Corral De Santis, Conferences Dir.

Dr. Patricia Mulcahy-Ernt
Dept. of Education &
Human Resources
South Hall
University of Bridgeport
Bridgeport, CT 06601
(203) 576-4201 (W)
(203) 576-4200 (Fax)

International Reading Assoc.
Special Interest Group: College
Reading Improvement
Elaine Belanhorst, Treasurer
University of Nebraska at Kearney
Kearney, NE 68847

Dr. Kathy Carpenter
Learning Center
Univ. of NE at Kearney
Kearney, NE 68847
(W) 308-865-8214
(Fax) 308-865-8157
(e-mail) "carpenter k @
platte.unk.edu"

Interstate Developmental Educators
Association

Lanetia "Sam" Noble
617 Kilburn Rd.
Wilmington, DE 19803

LAARC and LARC
Learning Resources Association for
California Community College
LARC is the Assessment Committee
Contact Denis Van Dam

Betty Myers
Glendale College
1500 N. Verdugo Rd.
Glendale, CA 91208-2894
(818) 240-1000, X5330
(818) 549-9436 (Fax)

Mid Atlantic Community College
Reading Association

Lanetia "Sam" Noble
617 Kilburn Rd.
Wilmington, DE 19803

MPAEA
Mountain Plains Adult Educ. Assoc.

Jolynne Richter
(See page 1 for address)

Midwest Education Technology
(Association or Organizaiton)
Contact: Becky Anderson
(316) 689-3726

NRA
National Reading Association

OrganizationLiaison

NTA
National Tutoring Association
Cathy Nuse, President
Division of Learning Support
Programs
Kennesaw State College
Box 444
Marietta, GA 30061

Gladys R. Shaw
U.T. El Paso
Tutoring and Learning Ctr.
300 Library
El Paso, TX 79968
(915) 747-5366 (W)
(915) 747-5486 (Fax)

Supplemental Instruction Groups
Contact: David Arendale
University of Missouri-Kansas
5100 Rockhill, Ste. 210
Kansas City, MO 64110-2499

Jolynne Richter
(See page 1 for address)

SWADE
Southwestern Assoc. for Dev. Educ.
Jolynn Richter

TESOL

WESTOP
Western Association of Educational
Opportunities Programs
Upward Bound
CSU San Bernardino
5500 University Pkwy.
San Bernardino, CA 92407
Denise Benton, President

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



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

LIAISON AGREEMENT COLLEGE READING AND LEARNING ASSOCIATION

Because associations which share mutual concerns and strive toward similar goals can achieve greater gains through cooperation, the College Reading and Learning Association (CRLA) and _____ agree to coordinate their efforts in the following ways.

CHECK ALL ITEMS THAT APPLY.

- _____ Designating a liaison.
- _____ Providing a shared space on a table at the annual national conference for the distribution of literature.
- _____ Providing space in a newsletter for a conference announcement.
- _____ Contact, via the liaison, between appropriate committee chairs and/or association members when political concerns arise.
- _____ Contact, via the liaison, between appropriate committee chairs and/or association members to work on joint projects.
- _____ Other: _____

This agreement will remain in force until either association choose to alter it.

_____ (CRLA Liaison)	_____ (Date)	_____ (_____ Liaison)	_____ (Date)
_____ (CRLA President)	_____ (Date)	_____ (_____ President)	_____ (Date)
_____ (Address)		_____ (Address)	
_____ Phone: (____) _____		_____ Phone: (____) _____	

After signing this agreement, each association president should retain 2 copies, one for the association president's file and one for the liaison's file and forward the original to the president of the other association.



The PALs Directory:

of

*Speakers, Panelists,
Consultants, Trainers,
and Facilitators*



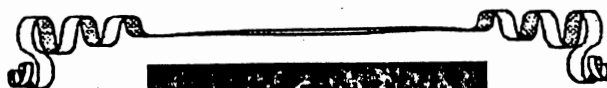


Dr. Nancy Wood
The Current Status of
Reading Instruction

Nancy Wood is professor of English at the University of Texas at Arlington. She is the author of several textbooks including College Reading and Study Skills now in its fifth edition, Improving Reading, Strategies for College Reading and Thinking, and Perspectives on Argument. She has also published articles in the Journal of College Reading and Learning. She has taught reading for many years at three different universities. At present she is at work on a new textbook entitled College Reading: Purposes and Strategies which will be published by Prentice Hall.

Dr. Becky Johnen
The Impact of ADA on
College Instruction
Reading

Elizabeth (Becky) Johnen has a doctorate in Adult Education and is Dean of the Wheeling Campus at West Virginia Northern Community College. Becky served as president of the College Reading and Learning Association (CRLA) in 1992-93. She has been a consultant with the EDL Publishing Company, VinCo Management Systems, and the National Alliance for Business. She served on a team that assisted with developing President Clinton's "Welfare-to-Work" plan. Becky has written a reading manual, Challenging Adults to Read Effectively, has been a contributing author to several reading and study skills workbooks for adults, has had articles published in juried journals on learning disabilities and strategic planning, and has had a monograph on leadership published.



Dr. Ann Faulkner
Reading Instruction for
ESL Students

Ann Faulkner is a reading professor at Brookhaven College, Dallas County Community College District. She has taught ESL students throughout her nearly 30-year teaching career. First at the University of Texas-Austin's Learning Skills Center and then on two campuses in the Dallas County Community College District. She has worked with students from a variety of language backgrounds to improve reading and study efficiency for college.



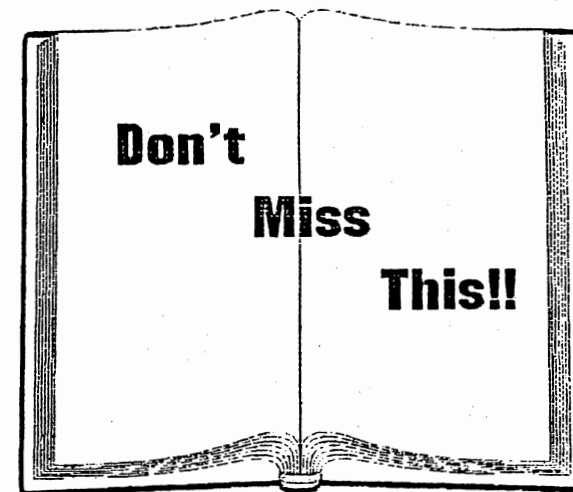
Lucy Tribble MacDonald
Technology and Reading
Instruction

Lucy MacDonald has been integrating technology in instruction since 1980. She has been training faculty members to integrate technology in their instruction and to teach on-line since 1990. She has also written a training manual entitled Instructor Online Training and developed an online conferencing curriculum.

The panelists are members of the following Professional Associations: CRLA, The National Association of Developmental Education (NADE), The Association of Higher Education and Disabilities (AHEAD), The International Reading Association (IRA) and The National Organization for Adult Literacy and Technology

They bring a wealth of expertise to their topics and are well recognized as both outstanding presenters and educators.

A Question and Answer period will be available after their presentations.



Panel of Experts on

Improving Reading
Instruction

Jointly sponsored by the
Professional Association Liaison
Committee and the Reading SIG
of CRLA

Thursday,
November 1, 1996

1:45 PM



Albuquerque, NM
ATTACHMENT ✓
7 page 5
1996
CRLA Board Meeting

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

July 26, 1996

TO: CRLA Board
Kathy Carpenter
Sue Brown

FROM: Susan Deese-Roberts *SDR*

RE: Site Selection Report

In writing this final report concerning my site selection duties, I'm taking the opportunity to address some issues that have previously been discussed with the Board, raise a few new issues, and make several recommendations. First, though, I'll share a brief status report.

Report

Contracts have been signed with hotels for conference dates through 1998.
Upcoming conference sites and dates:

Hyatt Regency	Albuquerque, NM	October 30-November 3, 1996
Red Lion	Sacramento, California	October 22-October 26, 1997
Hilton	Salt Lake City, Utah	November 4-November 8, 1998

The 1996 conference is well underway as you know. On-site chairs have been selected for 1997 and 1998--Tom Dayton and Grant Richards, respectively. Kathy Carpenter is of course responsible for the 1997 conference program. The next President-Elect will be program chair for the 1998 conference. I created (in draft form) a guide for President-Elects concerning their hotel contracts.

CRLA Board

July 26, 1996

Page 2

Spencer Oleson of the Dallas, Texas area has expressed preliminary interest in hosting the 1999 conference. A number of CRLA members have expressed interest in California as the site for the 2000 conference. No one from California has expressed a specific interest in being the host.

Guidelines for hosting the conference and for conference bid and hotel checklists have been updated. A hotel history (a listing of contracted for and actual sleeping rooms used) was created and updated. The history is probably one of the most valuable pieces of information when negotiating with hotels.

I began the routine practice of working through Convention and Visitors Bureaus rather than directly contracting hotels. This has proven to be very valuable in terms of saving time, postage, and phone calls as well as serving as an aid in hotel negotiations. They also provide local transportation during the actual site visit and help the on-site manager with many details such as bus tours, leisure activities, etc.

Issues

(These are not in priority order; they are all important to some aspect of site selection and/or conference planning.)

1. Absence of "standardized" conference reports

As you know, we have no official conference report that is completed by the program chair and on-site manager after each conference. This would be a separate report from the committee reports that are often handed from one on-site manager to the next. Helpful information would include number of pre-registered participants, number of on-site registrants and on which days, numbers who signed up for food functions, etc.

This information is valuable in hotel negotiations especially the number of registrants and number of meals provided. We plan on doing a report of this type after the 1996 Albuquerque conference.

2. Responsibility for contract

Often there are important dates specified in hotel contracts as to when and how room blocks, meal functions, etc., can be changed. Some obviously fall to the Program Chair or On-site Manager such as deadlines for food functions.

Others are not as obvious such as verifying the sleeping room block for the 1997 and 1998 conferences as specified in those respective contracts. Would Kathy Carpenter (Program Chair for 1997), Sue Brown (Site-Selection Chair) or Vince (President at that time) be responsible? The process has varied during my tenure as Site Selection Chair.

3. It has been many years since the Board has received competitive bids for hosting the conference. In fact, several Presidents have called state organizations trying to solicit even one bid. Our guidelines are now written as if the process is initiated by individual members when in reality it is often initiated by the Board. A more formal process for soliciting bids might be helpful. Newsletter articles and general announcements at conferences do not elicit a sufficient response, if any.

4. The guidelines for hosting the conference state *"There are no minimum requirements for 'free' or 'at cost' resources to be provided by the institutional hosts(s); some of the above items can be covered by the conference budget if necessary. However, the extent of institutional resources available is one of several factors comparatively evaluated by the Board in making a final decision."* Conversations with Vince and Sandra have led me to realize that there is more need to have a profitable conference now than there was when I was on the Board. I have yet to see a Board really consider the finances ahead of time when selecting a site. If there is more emphasis on needing to make money from each conference, the guidelines should be more specific about expectations such as computer availability and cost of computer and audio visual equipment or should provide an outline of what financial support is available from the Association. Most institutions have become leaner over the years and less is available from the institution. I'm not sure where we're headed if the Association needs more and institutions generally have less.

5. The guidelines for hotel selection require 8-10 meeting rooms for breakout sessions in addition to exhibit space, a locked storage room, etc. The number of sleeping rooms we reserve is what determines the size of hotel we need and is the main factor giving us free meeting space. Our room block of sleeping rooms is usually in the 200-250 range on the peak night and that's compatible with a hotel that would have 8-10 breakout rooms.

If we want to have more breakout rooms for each round of concurrent sessions, we will have to start going to larger hotels. If our sleeping room numbers remain the same, we may be faced with paying for meeting space and/or having our conference while another conference is being held at the hotel.

An alternative to requiring more breakout rooms is to have more rounds of concurrent sessions on the conference schedule. On one hand it's very important to provide some flexibility to the Program Chair and, on the other hand, the hotel contract is often signed one to two years before we even know who the Program Chair will be. The more standard or traditional the program schedule, the greater the likelihood of a good hotel "fit".

6. For a number of years, the Board has discussed whether or not to include food functions as part of registration. Food function revenue is the second most important factor in determining cost of sleeping rooms and giving us free meeting space. Including one or two food functions such as the banquet and/or brunch (or luncheon) would be a favorable negotiating point with hotels.

7. The Board has also discussed better methods of providing information and support to On-Site Managers. Several on-site managers completed detailed reports after their conferences and some have done no report at all or reports have arrived unassembled in boxes. Again, this issue is complex. Some details are determined by locality (liquor laws governing hospitality suites), some by physical arrangement of the hotel, and some by the Program Chair.

CRLA Board

July 26, 1996

Page 5

The main issue for the Board may be how much standarization of the conference can be put in place to help with hotel contracts and conference planning without every conference being identical. It's a complex issue and a very important one as we approach our 30th anniversary next year and our first fall conference this year. And the issue is even more complex if significant revenue is expected from each conference.

Recommendations

- 1) Create a standard, brief conference report form for use with hotel negotiations and preliminary conference planning.
- 2) Determine responsibility for change and cancellations sections of hotel contract.
- 3) Discuss solicitation of bids and issues related to revenue needs and hotel size. Update guidelines as needed.
- 4) Include one or two meal functions in registration and evaluate effectiveness in terms of event participation and hotel contract. (I've been advised by hotel managers and conference planners that 10-15% of registrants usually don't participate even when paid for as part of registration.)
- 5) Determine support for on-site managers including that time between the site selection and the election of the President-Elect. (I tried to call Tom and Grant periodically and will call them to let them know that Sue is now Site Chair.)
- 6) Last, but not least, include Site Chair in one face-to-face Board meeting each year if possible. Not only is reporting on activities important, but having the opportunity to discuss issues is valuable. I appreciated the opportunities I had to meet with the Board.
- 7) Postpone site selection decisions for 1999 until the 1996 Albuquerque conference is held. We are currently contracted for three fall conferences without having any data about impact of moving conference dates from Spring to Fall. Solicitation of bids and follow-up with Texas organization could proceed; decision for 1999 could be made early next year.

Sue Brown - 1997 and 1998 contracts (paper)

hotel history (paper and disk)

proposal to host annual conference (paper and disk)

guidelines for conference hotel selection (paper and disk)

hotel checklist (paper and disk)

draft letter to President-Elect (paper and disk)

Karen Smith - general correspondence

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Friday, November 1, 1996

Albuquerque, New Mexico

SUMMARY OF MINUTES

Hyatt Regency Hotel

Presidential Suite

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*; JoAnn Mullen, Jim Bell, Karen Smith, Lucy Macdonald

The meeting was called to order at 3:10 p.m.

1. **Agenda approval**

The additions to the agenda were approved.

2. **Elections Committee Report**

The Board went into executive session for 10 minutes to receive the potential slate for President-Elect and Secretary.

3. **Wyoming Annual Report**

The Board accepted this report.

4. **Conference Evaluations Chair**

Michael O'Hear has indicated interest in this position.

5. **Report from Jim Bell, editor of the JCRL**

The new members of the Editorial Advisory Board for the journal are **Karen Agee** of Iowa, **Helen Baril** of Connecticut, **Joan Fleet** of Ontario, **Judy Harrington** of Nebraska, **Jane Hopper** of California, **Lucy Macdonald** of Oregon, **Martha Maxwell** of Maryland, **Steve Simonsen** of California, **Karen Smith** of New Jersey, **Craig Stern** of Arizona, and **Tom Upton** of Wisconsin. [NB: **Kay Kincade** of Oklahoma will serve on the Advisory Board while Steve Simonsen is unable to participate.] The Editorial Advisory Board will formulate its own policies which will be brought to the Executive Board for approval.

One hundred seventy-four (174) readership surveys were returned from the first plenary session of the conference.

There will be two issues in 1997, a regular spring issue and a fall issue which will mark CRLA's 30th anniversary.

6. **Thanks**

JoAnn Mullen thanked the board for the Special Recognition Award.

7. **Archives Report**

Karen Smith re-iterated how and what to submit to the Archives (originals, please, and do not stamp or write "For the Archives" across the item). She reminded those present that the Archivist should be on the mailing list of the SIG and state/region leaders. She distributed updated lists of past CRLA executive board members, conference locations, themes, host cities, and site managers.

8. **By-Laws**

A committee of Donna Wood, Vince Orlando, Rosalind Lee and Karen Smith will work to ensure the CRLA by-laws are up to date with respect to the change of the annual conference from spring to fall and its ramifications.

9. **Communications Task Force**

The task force made the following recommendations:

- increase the flow of information to the general membership
- include the CRLA site address www.chemek.cc.or.us/crla on publications
- reinstate the membership resource form or a similar application
- increase the profile of the state organizations
- compose a master calendar
- decrease the lag time for which minutes of board meetings are approved and available for distribution
- establish an exhibits coordinator as a national position for a 3-year term
- approval by the board of CRLA documents produced for national distribution
- use of a central mailing service

The task force had not concluded its series of meetings at this point.

It was moved that a new position of Exhibits Coordinator for a three-year term to work with the Board and the on-site conference exhibits chair be established.

10. **Professional Associations Liaisons (PALs)**

Becky Johnen presented the PALs report and highlighted her personal goals for the committee. Since liaisons will impact the budget, Becky was asked to prioritize the potential liaisons and to consider different levels of affiliation. **It was moved that Becky Johnen be supported to attend the Council for Advancement of Standards (CAS) meeting in Washington, D.C. in December, 1996.**

11. **Report from the Computer Technology SIG**

Lucy Macdonald highlighted the goals of this SIG, including the development of the CRLA home page (www.chemek.cc.or.us/crla). This web site will contain information on CRLA to be supplied by the board and will link to publishers as well as to the conference site (<http://www.mscd.edu/~crla>) which Vince will maintain. The conference site is up and running; the home page will be running by December 31, 1996.

The reports presented at this meeting were accepted by the Board.

The meeting was adjourned at 5:15 p.m.

The minutes of this meeting were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Friday, November 1, 1996
Albuquerque, New Mexico
MINUTES

Hyatt Regency Hotel

Presidential Suite

Members present: Patricia Mulcahy-Ernt, *President*; Vince Orlando, *President-Elect*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Member absent: Tom Gier, *Past-President*.

Guests: Kathy Carpenter, *Incoming President-Elect*; Sylvia Mioduski, *Incoming Treasurer*; JoAnn Mullen, Jim Bell, Karen Smith, Lucy Macdonald

The meeting was called to order at 3:10 p.m.

1. Agenda approval (Attachment A)

Sandra moved the agenda with additions be approved. Seconded by Rosalind. **PASSED.**

2. Elections Report

The Board went *in camera* (into "executive session") for 10 minutes while JoAnn Mullen, Elections Chair, presented the potential slate of candidates for President-Elect and Secretary.

3. Report from Wyoming (Attachment B)

Sandra moved the Board accept the report from Wyoming state. Seconded by Vince. **PASSED.**

4. Conference Evaluation Chair

Michael O'Hear has expressed interest in this position.

5. Report from Jim Bell, editor of the JCRL

The Board welcomed Jim Bell, the new editor of the *Journal of College Reading and Learning*. He thanked the board members for the input they had already given him.

Editorial Advisory Board (Attachment C)

He has formed a new Editorial Advisory Board. The members are Karen Agee of Iowa, Helen Baril of Connecticut, Joan Fleet of Ontario, Judy Harrington of Nebraska, Jane Hopper of California, Lucy MacDonald of Oregon, Martha Maxwell of Maryland, Steve Simonsen of California, Karen Smith of New Jersey, Craig Stern of Arizona, and Tom Upton of Wisconsin. NB: Kay Kincade of Oklahoma was added as an interim substitute for Steve Simonsen after this meeting.

JCRL Survey Results (Attachment D)

From the survey he distributed at the first plenary session of the conference, 174 were returned. The new Editorial Advisory Board has already been working with the information from these surveys.

Issues to be published in 1997

There will be two issues in 1997, a regular spring issue and a fall issue which will mark CRLA's 30th anniversary. There was some discussion about article acquisition and the type of articles for the anniversary issue which would most benefit the readership.

JCRL policies

Jim reported on the materials he had received from the previous editor. This led to a discussion on the authority of the Editorial Advisory Board when formulating policies. It was decided the Ed Advisory Board would formulate its own policies which Jim would bring back to the Board for approval.

6. Thanks

JoAnn Mullen thanked the board for giving her a Special Recognition Award.

7. Archives (Attachments E, F)

Karen Smith re-iterated the procedure for submitting documents to the Archives. Documents must be originals and not have "For the Archives" scrawled across them. She wanted to ensure that the Archivist remains on the mailing list of the SIG and state leaders.

Historical Records (Attachments G, H, I)

Karen distributed updated lists of past conference locations, themes and managers and officers.

8. By-Laws

Where applicable the CRLA by-laws must correctly indicate that the conference occurs in the fall. A sub-committee of Donna Wood, Karen Smith, Vince Orlando and Rosalind Lee will work to get any needed amendments into the summer issue of the *Newsletter* prior to their being voted upon at the next fall conference in Sacramento.

**9. Communications Task Force
(Attachment J)**

The task force has identified 9 areas of concern:

- increase the flow of information to the general membership
- membership brochure should include the CRLA site address:
www.chemek.cc.or.us/crla
- the membership resource form or a similar application should be reinstated
- increase the profile of the state organizations
- compose a master calendar (Becky Johnen has offered to help with this)
- too much lag time until the draft minutes are approved by the Board and available for distribution
- recommend an exhibits coordinator as a national position for a 3-year term
- Board to approve any CRLA documents which are produced for national distribution
- CRLA to use a central mailing service

Vince moved that the Board create a position of Exhibits Coordinator for a 3-year term to work with the Board and the on-site conference exhibits chair. Seconded by Sandra. PASSED.

**10. Professional Association Liaison
(Attachment K)**

Becky Johnen presented her report for the PAL's which highlighted her personal goals. One issue was how additional representation to groups we wish to form professional liaisons with mean increased costs to CRLA. The Board asked Becky to prioritize the organizations with which we might liaise, and to consider different levels of affiliation.

Vince moved that the Board support Becky Johnen to attend the Council for Advancement of Standards (CAS) meeting in Washington, D.C. in December of 1996. Seconded by Sandra. PASSED.

Vince moved that the Board accept the reports presented at this meeting. Seconded by Sandra. PASSED.

11. CRLA home page (Attachments L, M)

Lucy Macdonald reminded the board of the goals the Computer Technology SIG had set last year. (She had emailed these goals to each Board member prior to this meeting.) This year's goals include a proposed link from the home page to publishers.

Lucy will maintain the web site (www.chemek.cc.or.us/crla) which will be the CRLA home page. Vince will maintain the conference site (<http://www.mscd.edu/~crla/>) and the two will link to each other.

Lucy will be responsible for maintaining the site and the Board will be responsible for providing her with the content. Lucy invited the board members to view what is currently on the home page and to suggest any adjustments to the documents. Her goal is to have it up and running by December 31, 1996.

Rosalind moved adjournment of the meeting at 5:15 p.m.

These minutes were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Friday, November 1, 1996

Albuquerque, New Mexico

List of Attachments to the Minutes

- A. Tentative Agenda (approved October 28, 1996)
- B. Wyoming Annual Report
- C. New Editorial Advisory Board for the Journal of College Reading and Learning (JCRL)
- D. JCRL Readership Survey
- E. Archives - Annual Report for 1996
- F. Archives: Guide to Submitting Documents
- G. CRLA Conference Themes, Host City, Year
- H. CRLA Conference Sites and Site Managers
- I. CRLA Officers
- J. Communications Task Force: Memo dated October 9, 1996 regarding meeting dates and tasks during the Albuquerque conference
- K. PALs Coordinator Goals and Objectives for 1996-97
- L. Goals of the Computer Technology SIG
- M. Printout of the CRLA home page (think computer technology...)

**TENTATIVE AGENDA FOR THE CRLA BOARD MEETINGS
1996 ANNUAL CRLA CONFERENCE
HYATT REGENCY
ALBUQUERQUE, NM**

**Friday, November 1, 1996
Presidential Suite**

3:00 am - 5:00 pm

Discussion with Board Members

1. JCRL (Jim Bell)
2. PALs (Becky Johnen)
3. Archivist/Communications Task Force/By-Laws (Karen Smith)
4. World Wide Web (Lucy MacDonald)

**Sunday, November 3, 1996
Boardroom North**

9:00 am - 10:00 am

1. Elections Report - Nominations for President-Elect and Secretary (Pat)
2. Distribution of Phone Cards (Board Members)
3. Schedule of Conference Call (Vince)
4. Reminder: Spring Board Meeting in Sacramento (Kathy)
5. Other

WYOMING ANNUAL REPORT

1995-1996

MEMBERSHIP:

Since Wyoming is a state with an extremely small population, I decided our 1994-95 goal was to double our membership. By 1996 we have more than tripled our membership with 11 members now. I attended the Symposium in Alberta and two members from Casper College will attend the CRLA Conference in Albuquerque.

SUMMARY OF ACTIVITIES:

At our fall Wyoming Learning Center Articulation conference, we were both proud and honored to have Dr. Becky Patterson, past president of CRLA, lead a workshop on Concentration for the conference, Casper College faculty, and tutors. We were very gratified to receive a grant from the CRLA to be able to entertain such a wonderful workshop. To date three of the seven community colleges are certified. Eastern Wyoming College received certification this year.

GOALS:

1996-1997 Goal: The same: to encourage CRLA Membership at the University of Wyoming.

Long Term Goal: Have the tutor programs of all seven community colleges certified - now three.

Carmen Springer-Davis
Wyoming State Director
October 25, 1996

Albuquerque, NM
ATTACHMENT C
2 pages
NOV - 11 1996
CRLA Board Meeting

From jimb@unbc.edu Sat Dec 7 11:10:13 1996
Date: Mon, 11 Nov 1996 09:44:20 -0800 (PST)
From: Jim Bell <jimb@unbc.edu>
To: EditorialAdvisoryBoard <76265.2466@compuserve.com>, agee@uni.edu,
baril@quinnipiac.edu, cjs@nauvax.ucc.nau.edu,
harringt@fa-cpacs.unomaha.edu, jimb@unbc.edu, jnhopper@uci.edu,
joan@sdc.uwo.ca, kgs@rci.Rutgers.EDU, kkincade@uoknor.edu,
lucy@chemek.cc.or.us, uptonta@uwec.edu
Cc: CRLAExecutiveBoard <carpenterk@platte.unk.edu>,
mioduski@ccit.arizona.edu, mulcahyp@cse.bridgeport.edu,
orlandov@mscd.edu, rosalind@Kwantlen.BC.CA
Subject: Ed Adv B Members

(presented orally)

Journal of College Reading and Learning
Editorial Advisory Board, 1996-98

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November 10, 1996

Readership Survey

What do you want to read in your journal?

Please complete this questionnaire and place it in one of the trays by the door as you exit.

1. Which **FIVE** of the following topics would you most like to read articles about?

- | | |
|--|--|
| <input type="checkbox"/> cognitive psychology | <input type="checkbox"/> minority students |
| <input type="checkbox"/> collaborative learning | <input type="checkbox"/> motivation |
| <input type="checkbox"/> computers; computer materials design | <input type="checkbox"/> multicultural issues |
| <input type="checkbox"/> counseling and helping relationships | <input type="checkbox"/> neuropsychology |
| <input type="checkbox"/> critical thinking | <input type="checkbox"/> national policy |
| <input type="checkbox"/> distance education | <input type="checkbox"/> program admin & evaluation |
| <input type="checkbox"/> English as a foreign/second language | <input type="checkbox"/> reading |
| <input type="checkbox"/> internet | <input type="checkbox"/> reflection on practice |
| <input type="checkbox"/> learning disabilities | <input type="checkbox"/> specific groups of students |
| <input type="checkbox"/> learning strategies & study processes | <input type="checkbox"/> teaching methods |
| <input type="checkbox"/> learning styles | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> materials evaluation | <input type="checkbox"/> writing |
| <input type="checkbox"/> mathematics | |

2. What should be the **principal** purpose of the *Journal of College Reading and Learning*?

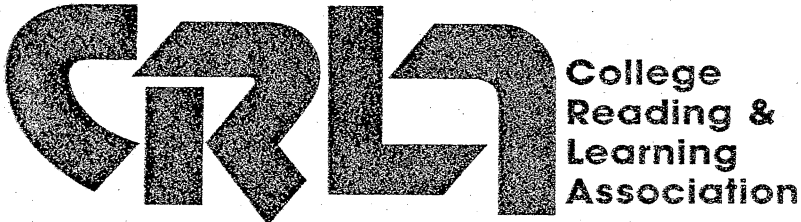
- ☐ To be a journal of record, that is, to publish the latest and best research
- ☐ To be a practitioner's journal, that is, to relate research, theory, or policy to practice

3. Please use the back of this form for any **additional comments** about what you would like to see in future issues of *JCRL*.

Complete this questionnaire, print your name and address on the back, and enter to **WIN** a high quality, rare sweatshirt (large) from one of the most remote and obscure universities on the continent.

Jim Bell
Editor, Journal of College Reading and Learning
Coordinator, Learning Skills Centre
University of Northern BC
3333 University Way
Prince George, BC
Canada V2N 4Z9





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Albuquerque, NM
ATTACHMENT E
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CRLA Board Meeting

Archives Annual Report - 1996

TO: Board of Directors
FROM: Karen Smith
DATE: October 10, 1996

Issues of continuing concern:

1. Each officer should organize his/her correspondence and records and when leaving office, pass the year's records on to the next officer. However, records from an earlier officer should then be packaged and mailed to me for placement in the archives. I believe some valuable materials and information are traveling from officer to officer over time. I fear these materials may be lost and will not become a permanent part of the history of the organization.
2. When labels are prepared for officers, a sheetful with the address of the Archivist should be sent to each relevant person as well.
3. Other individuals appointed by the President, such as the Chair of Scholarship & Awards, must be directed to send completed files on for archival filing. Records from only two Scholarship Chairs reside in the archives.
4. The Coordinator of States and Regions must explain to the state/regional officers the purpose of the CRLA archives. A clean copy of all flyers and brochures announcing state conferences and meetings should be sent for placement in the archives. Too often, the copies that I receive have "for the Archives" written across the document, or the document was addressed to me, tossed into the mail, and received all tattered and shredded.
5. The Coordinator of SIGs should encourage all SIG Leaders to send clean copies of newsletters and other correspondence to

the Archivist. Actually, the group of SIG Leaders have sent information to me more regularly than the state organizations.

6. The Conference Site Chairperson should be submitting files and records for keeping. Some information comes from the President-Elect who chaired the program, but there is currently a dearth of information regarding other conference activities which are the province of the Site Chair.

7. The CRLA Display is freshly prepared using Vince Orlando's conference theme. Due to the weight of the formal display and the cost for shipping, I recommend the following:

- that the current display posters be removed from the heavy formal display panel and be shipped in the cardboard case which I prepared,
- send the formal display panel (empty of display) and its shipping case on to the next conference site chairperson, and
- ship the current display posters in the cardboard carrier to the states and regions. The Coordinator of States/Regions should determine the schedule for shipment and must provide clear directions on shipping via UPS in a timely manner.

Last year's posters, an alternate CRLA Display which focused on Pat Mulcahy-Ernt's conference theme, has been enclosed in a cardboard package and is ready for shipment via UPS. Both displays can travel around and should travel well if each member who is responsible for shipping to the next site is careful and packs well and securely.



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Albuquerque, NM
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CRLA Board Meeting

Archives Guide to Submitting Documents

The Archives

The CRLA Archives hold the records and the history of the association. This history includes officers' and chairpersons' correspondence, financial records, conference documents, conference photographs and published records, including brochures, newsletters, and journals.

The Problem

Because we are an organization of volunteers who are interested in the same aspects of college learning, and because we have demanding professional positions, and because we change roles within the organization -- we have a tendency to forget the value of our CRLA papers and records and fail to submit them to the Archivist.

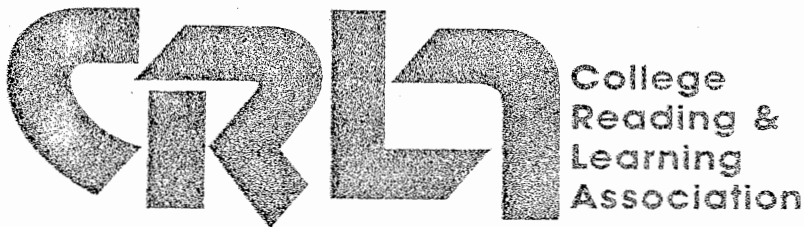
The Need

Each state president or chairperson and each SIG leader must be responsible for sending the following documents (originals if possible) to the Archivist:

1. Copies of correspondence that are relevant to the development of the organization and the history of the group. Copies should be made from the original and on letterhead if that is how the document was presented. *Do not write "For the Archives" or any other message on the document.*
2. Documents such as state by-laws, state charters, and other official records should be placed in the Archives. (Currently copies of only two state/regional charters are on file.) *Do not write "For the Archives" or any other message on the document.*
3. Information regarding the planning and directing of a conference or official meeting. Send original copies of conference brochures, conference programs, SIG newsletters, etc. Place in an envelope before mailing so that the document is not torn or dirtied. *Do not write "For the Archives" or any other message on the document.*

Send to

Dr. Karen G. Smith, University Director, Rutgers University, Learning Resource Center-CAC, New Brunswick, NJ 08903

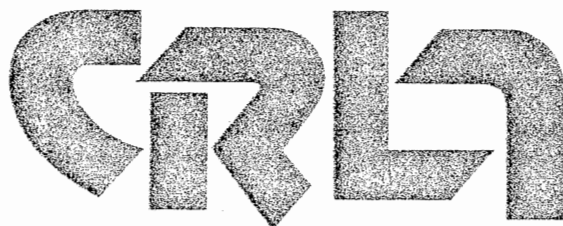


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CRLA (WCRA, WCRLA) Conference Themes, Host City, Year

1970	<u>College Reading: Goals for the 70's</u>	Portland
1971	<u>Interdisciplinary Aspects of Reading Instruction</u>	Los Angeles
1972	<u>Reading: Putting All the Cards on the Table</u>	Reno
1973	<u>Technological Alternatives in Learning</u>	Albuquerque
1974	<u>Reading: Update -- Ideals to Reality</u>	Oakland
1975	<u>College Learning Skills: Today & Tomorrowland</u>	Anaheim
1976	<u>The Spirit of '76: Revolutionizing College Learning Skills</u>	Tucson
1977	<u>Personalizing Learning Systems: Ecologies & Strategies</u>	Denver
1978	<u>Learning Assistance: Charting Our Course</u>	Long Beach
1979	<u>Learning Assistance for All: One At a Time Together</u>	Honolulu
1980	<u>The 1980's: New Sources of Energy for Learning</u>	San Francisco
1981	<u>Challenge, Reassessment, Affirmation</u>	Dallas
1982	<u>Focus on You: Professional Growth, Personal Well-Being, Service to Your Students</u>	San Diego
1983	<u>WCRA on the New Frontiers of Learning</u>	Portland
1984	<u>Coming of Age in the 80's</u>	San Jose
1985	<u>Challenging Yourself to New Heights</u>	Denver
1986	<u>Preparing for the Year 2001</u>	Los Angeles
1987	<u>Back to the Future</u>	Albuquerque
1988	<u>Evaluation: Essential for Excellence</u>	Sacramento
1989	<u>Collaboration, Communication, Creativity: Learning Assistance in the 90's</u>	Seattle
1990	<u>Finding One's Voice: A Prerequisite for Learning and Critical Thinking</u>	Irvine

- | | | |
|------------------|---|---------------|
| 1991 | <u>Promises to Keep: From Intention to Action</u> | San Antonio |
| 1992 | <u>Celebrating the Diversity in Teaching and Learning</u> | San Francisco |
| 1993 | <u>Collaborating, Reflecting, Leading, Adapting</u> | Overland Park |
| 1994 | <u>Exploring Possibilities, Realizing Potential, Sharing Success</u> | San Diego |
| 1995 | <u>Time for Transformations: of literacy communities,
our knowledge about adult learning, of beliefs and practices
in college learning assistance programs, ourselves</u> | Tempe |
| <i>Symposium</i> | | |
| 1996 | <u>International Symposium on Teaching & Learning: Changing
with the Times</u> | Alberta |
| 1996 | <u>Catch the Dream: Student Success in the 90's</u> | Albuquerque |



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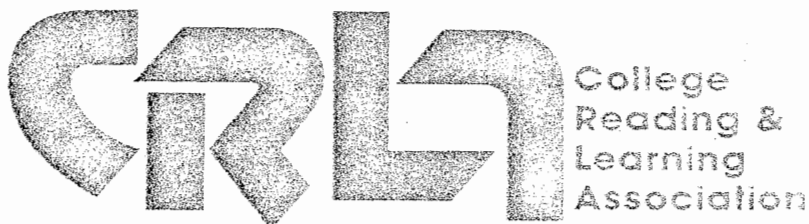
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CRLA (WCRA, WCRLA) CONFERENCES Sites & Site Managers

1968	Ramada Inn, Phoenix, Arizona
1969	Airport Hilton, San Francisco, California
1970	Benson Hotel, Portland, Oregon
1971	Airport Marina Hotel, Los Angeles, California
1972	John Ascuaga's Nugget, Reno, Nevada
1973	Albuquerque Hilton Inn, Albuquerque, New Mexico
1974	Edgewater Hyatt House, Oakland, California
1975	Quality Inn, Anaheim, California Debbie Osen (first Conference Manager named)
1976	Ramada Inn, Tucson, Arizona Louise Haugh & Barbara Oakman
1977	Cosmopolitan Hotel, Denver, Colorado Elaine Cohen & Natalie Hoffman
1978	H.M.S. Queen Mary, Long Beach, California Sallie Brown & Sally Garcia
1979	Hyatt Regency, Honolulu, Hawaii Liz d'Argy
1980	Hyatt on Union Square, San Francisco, California Rose Wassman
1981	North Park Inn, Dallas, Texas Delryn Fleming
1982	Bahia-by-the-Bay, San Diego, California Beryl Brown
1983	Portland Marriott, Portland, Oregon Lucy MacDonald
1984	San Jose Hyatt, San Jose, California Chuck Hunter

- 1985 Lakewood Sheraton Inn, Denver, Colorado
Sally Conway & Vince Orlando
- 1986 USC Hilton, Los Angeles, California
Delores Akins
- 1987 Albuquerque Marriott, Albuquerque, New Mexico
Susan Deese
- 1988 Capital Plaza Holiday Inn, Sacramento, California
Nancy Tooker
- 1989 Stouffer Madison Hotel, Seattle, Washington
Dee Tadlock & Bernie Rihn
- 1990 Irvine Hilton Hotel, Irvine, California
Bill Broderick
- 1991 Hyatt Regency Hotel, San Antonio, Texas
Frances McMurtry
- 1992 San Francisco Airport Marriott, San Francisco, California
Shirley Sloan
- 1993 Overland Park Marriott, Overland Park, Kansas
Pat Jonason
- 1994 Red Lion Hotel, San Diego, California
Karen Lim
- 1995 Radisson Tempe Mission Palms, Tempe, Arizona
Rick Sheets
- 1996 Albuquerque Hyatt Regency, Albuquerque, New Mexico
Karen Olson & George Ann Drennan



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CRLA (WCRA, WCRLA) OFFICERS

96-97	President President Elect Secretary Treasurer Coord. St/Reg	Vince Orlando Kathy Carpender Rosalind Lee Sylvia Miodoski Pat Mulcahy-Ernt
95-96	President President Elect Secretary Treasurer Coord. St/Reg	Pat Mulcahy-Ernt Vince Orlando Rosalind Lee Sandra Evans Tom Gier
94-95	President President Elect Secretary Treasurer Coord. St/Reg	Tom Gier Pat Mulcahy-Ernt Nancy Moreland Sandra Evans Jo-Ann Mullen
93-94	President President Elect Secretary Treasurer Coord. St/Reg	Jo-Ann Mullen Tom Gier Nancy Moreland Rosa Hall Becky Johnen
92-93	President President Elect Secretary Treasurer Coord. St/Reg	Becky Johnen Jo-Ann Mullen Karen Agee Rosa Hall Joyce Weinsheimer
91-92	President President Elect Secretary Treasurer Coord. St/Reg	Joyce Weinsheimer Becky Johnen Karen Agee Kathy Carpenter Dee Tadlock
90-91	President President Elect Secretary Treasurer Coord. St/Reg	Dee Tadlock Joyce Weinsheimer Denise McGinty Kathy Carpenter Becky Patterson

89-90	President President Elect Secretary Treasurer Coord. St/Reg	Becky Patterson Dee Tadlock Denise McGinty Carol Clymer Susan Deese
88-89	President President Elect Secretary Treasurer Coord. St/Reg	Susan Deese Becky Patterson Becky Johnen Carol Clymer Gwyn Enright
87-88	President President Elect Secretary Treasurer Coord. St/Reg	Gwyn Enright Susan Deese Becky Johnen Gladys Shaw Wes Brown
86-87	President President Elect Secretary Treasurer Coord. St/Reg	Wes Brown Gwyn Enright Jane Lehmann Gladys Shaw Susan Brown
85-86	President President Elect Secretary Treasurer Coord. St/Reg	Susan Brown Wes Brown Jane Lehmann Harold Fillyaw Carole Bogue
84-85	President President Elect Secretary Treasurer Coord. St/Reg	Carole Bogue Susan Brown Suzanne McKewon Harold Fillyaw Karen Smith
83-84	President President Elect Secretary Treasurer Coord. St/Reg	Karen Smith Carole Bogue Suzanne McKewon Carrie Walker Dick Lyman
82-83	President President Elect Secretary Treasurer Coord. St/Reg	Dick Lyman Karen Smith Mitch Kaman Carrie Walker Ann Faulkner

81-82	President President Elect Secretary Treasurer Coord. St/Reg	Ann Faulkner Dick Lyman Mitch Kaman Don Yamomoto Betty Levinson
80-81	President President Elect Secretary Treasurer Coord. St/Reg	Betty Levinson Ann Faulkner Ann Coil Don Yamomoto Elaine Cohen
79-80	President President Elect Secretary Treasurer Coord. St/Reg	Elaine Cohen Betty Levinson Jacquie Bonner Jim Baugh Pat Heard
78-79	President President Elect Secretary Treasurer Coord. St/Reg	Pat Heard Elaine Cohen Jacquie Bonner John Woolley Margaret Coda-Messerle
77-78	President President Elect Secretary Treasurer Coord. St/Reg	Margaret Coda-Messerle Pat Heard Mike McHargue Seymour Prog W. Royce Adams
76-77	President President Elect Secretary Treasurer Coord. St/Reg	W. Royce Adams Margaret Coda-Messerle (Devirian) Barbara Oakman Seymour Prog June Dempsey
75-76	President President Elect Secretary Treasurer Coord. St/Reg	June Dempsey W. Royce Adams Margaret Devirian (Coda-Messerle) Seymour Prog Elizabeth Johnson
74-75	President President Elect Secretary Treasurer Coord. St/Reg	Elizabeth Johnson June Dempsey E. Ann Holmes Ruth Purdy Jerry Rainwater

73-74	President President Elect Secretary Treasurer Coord. St/Reg	Jerry Rainwater Elizabeth Johnson Mary Hess E. Ann Holmes Paul Hollingsworth	
72-73	President President Elect Secretary Treasurer Coord. St/Reg	Paul Hollingsworth Jerry Rainwater E. Ann Holmes Midori Hiyama Gene Kersteins	
71-72	President President Elect Secretary Treasurer *Coord. St/Reg	Gene Kersteins Paul Hollingsworth Avis Agin Elizabeth Johnson Ned Marksheffel	(new position title)
70-71	President *President Elect Secretary Treasurer Past President	Ned Marksheffel Gene Kersteins H. O. Beldin Mary Cunningham Irwin Joffe	(new position title)
69-70	President Vice President Secretary Treasurer Past President	Irwin Joffe Ned Marksheffel Loretta Newman Mary Cunningham Frank Christ	
68-69	President Vice President Secretary Treasurer Past President	Frank Christ Irwin Joffe Loretta Newman Elizabeth Johnson Robert Griffin	
67-68	President Vice President Secretary Treasurer	Robert Griffin Frank Christ Loretta Newman Gil Williams	

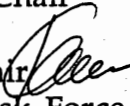


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Rutgers University, Learning Resource Center - CAC, New Brunswick, NJ 08903

Memorandum

To: Patricia Mulcahy-Ernt, President
Vince Orlando, President Elect
Rosalind Lee, Secretary
Sandra Evans, Treasurer
Kathy Carpenter, Incoming President Elect
Sylvia Mioduski, Incoming Treasurer
Tom Dayton, Sacramento Conference Chair
Valerie Smith Stephens, Awards & Scholarship Chair
Gladys Shaw, ITCP Coordinator
Jim Bell, JCRL Editor
Roz Bethke, Newsletter Editor
Becky Johnen, PAL Chair

From: Karen G. Smith, Chair 
Communications Task Force

Date: October 9, 1996

Re: Scheduled Task Force Meetings at the Albuquerque Conference
Hospitality Room, Albuquerque Hyatt Regency
Thursday, 10:45 - 11:45 A.M.
Friday, 1:30 - 2:30 P.M.
Saturday, 10:45 - 11:45 A.M.

In 1994 Pat Mulcahy-Ernt established the Task Force on Communications and Public Relations. The mission was stated at that time:

Develop a set of recommendations to the CRLA Board for improving the communications, publicity, and marketing of CRLA activities both internal to the CRLA membership and external to the organization.

A report was submitted in June of 1995 with a number of recommendations, but President Mulcahy-Ernt has asked the Task Force to reconvene and

consider new ideas and recommendations regarding improved communications, publicity, and marketing.

Therefore, a one-hour meeting is set for each day of the Albuquerque conference to discuss problems, issues, concerns, and especially ideas and recommendations in response to the Task Force's charge. Please consider yourself to be an integral part of the Task Force. CRLA's "presentation" and communication systems are important to the role you have accepted in the organization. Give input into the ideas and recommendations which will go forward from the Task Force to the Board for consideration.

Please arrange your schedule so that you can attend these sessions and participate in at least two of the three hours of discussion. I am looking forward to your participation in this important assignment. ...And, I am looking forward to my annual R & R and the opportunity to spend quality time with my old (I mean long-time) friends. See you soon.

PROFESSIONAL ASSOCIATION LIAISON COORDINATOR
GOALS AND OBJECTIVES FOR 1996-97

by Becky Johnen
November 1, 1996

The following represents my personal goals and objectives for the Professional Association Liaison (PAL) Committee. Committee goals and objectives will be drafted following the PALS meeting at the 1996 conference and submitted for the Board's review by December 31, 1996.

1. Recommend to the Board of Directors, by December 31, 1996, a three-year plan of action for the Committee.
 - A. Evaluate the mission, purpose, and activities of the committee.
 - B. Assess the number and nature (formal, informal, other) of existing liaison agreements.
 - C. Determine how PALS can best assist the mission and goals of CRLA.
 - D. Work with current liaisons to gain their thoughts and views on the work of the Committee and their suggestions on its future direction.
 - E. Draft a three-year plan of action based on the outcomes of the evaluations and assessments.
2. By March 31, 1997, submit to the Board of Directors recommendations on ways the work of PALS can be better incorporated into the overall operation of CRLA and aligned with the Association's annual goals and direction.
 - A. Evaluate the impact of the Committee on CRLA since the Committee's inception.
3. By March 31 1997, determine the PALS' impact on the organizations with whom CRLA has signed agreements.
 - A. Survey the leadership of organizations with whom CRLA currently has a PAL Agreement to determine their views of benefit, etc.

Albuquerque, NM
ATTACHMENT L
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NOV - 1 1996
CRLA Board Meeting
(presented orally)

From LitLucy@aol.com Wed Dec 11 16:05:41 1996
Date: Thu, 31 Oct 1996 12:13:29 -0500
From: LitLucy@aol.com
To: pjonanson@jccnet.johnco.cc.ks.us, orlandov@mscd.edu,
carpenterk@platte.unk.edu, mulcahyp@cse.bridgeport.edu,
rosalind@Kwantlen.BC.CA, mioduski@ccit.arizona.edu, kgs@rci.Rutgers.EDU,
rbethke@jccnet.johnco.cc.ks.us, pdozen@sunny.vcccd.cc.ca.us
Subject: Fwd: CRLA Computer SIG 96 conference

Editing email addresses and forwarding again.

Forwarded message:

Subj: CRLA Computer SIG 96 conference
Date: 96-10-31 11:57:42 EST
From: LitLucy
To: pjonanson@jccnet.johnco.cc.ks.us
CC: orlandov@mscd.edu, carpenterk@platte
CC: unk.edu, mulcahyp@sce.bridgeport.edu
CC: rosalind@kwantlen.bc.ca
CC: mioduski@ccit.arizona.edu
CC: kgs@gandalf.rutgers.edu
CC: rbethke@jccnet.johnco.cc.ks.us
CC: pdozen@sunny.vcccd.cc.ca.us

Report on SIG Computer/Technology Breakfast meeting:

18 attendees: 6 current members, 2 publishers, 10 new (possible) members

Goals for 96-97

1. Increase membership on LRNASST. Currently at 30%. Tarket 51%-90%.
2. Use LRNASST as "newsletter/info? distribution vehicle
3. Use CRLA WEB page- Computer SIG page for
 - a- links to software reviews
 - b- links to publishers

NOTE: the publishers pages will be hosted by Susan Halter at Delado CC in New Orleans, LA and the Computer SIG page will link there.

(Hidden goal to extend collaborative participation in the Computer SIG along the lines of distributive processing model)

Plans for Sacramento:

1. Sponsor a "round table" session in the program to reach more people.
2. Have a luncheon meeting at Sacramento.

lucy@chemek.cc.or.us
lucycrla@aol.com



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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.

-
- Tutor Certification
 - Conferences
 - College Learning Centers
 - CRLA
 - Other Sites of interest
-



Contact Site Coordinator Lucy MacDonald.

Last Update: March 7, 1996



Tutor Certification

Certification of Tutor Programs

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 a national/international organization, CRLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful.

Procedures for having a program certified

- A. An institution that wishes to have a tutor program certified should designate one individual per tutor program or group of tutor programs who will act as a liaison between the CRLA Tutor Certification Committee (TCC) and that institution's program or programs;
- B. The designated individual will then complete and then submit the originals and three collated bound copies of:
 - #. CRLA Application for Certification of Tutor Programs
 - #. the necessary "Verification of Tutor Program" Forms
 - #. 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 ITCP (International Tutor Certification Program);
- C. The originals of the application and documentation concerning an institution's tutor training program(s) will remain on file with the CRLA ITCP Chairman.
- D. Once CRLA's ITCP has certified an institution's program(s) and designated an individual who will act as liaison, then the appropriate masters and type of tutoring certificates will be issued to that institution.

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.
- B. There are three levels of individual certification: Regular/ Level 1, Advanced/ Level 2, and Master / Level 3.
- C. The initial institutional certification will be for one year period.
- D. There will be one renewal certification, which will be for three years.
- E. After the three year renewal certification there will be recertifications for five years.
- F. During the initial certification period certification of tutors will be retroactive for one year from date of application.
- G. Applying for additional levels of certification. a program may apply for one, two or all three levels at one time

following the outlined procedure in this information packet.

A program may apply for Level 1 certification, and at a later date, apply for Levels 2 and 3. Each application for additional levels of certification must follow the initial procedure. For example: if a program initially applies for only Level 1 certification, then the applicant would provide four (4) copies of the application materials plus the application fee. If at a later date the program wished to apply for Level 2 or Level 2 and 3 certification, the applicant must provide four (4) copies of the new application materials plus the application fee. If a program is certified initially at Levels 1 and 2 and wishes at a later date to apply for Level 3 certification, the same procedure will be required: four copies of the Level 3 application materials plus the application fee.

Important Note:

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 lies with the institution's tutoring program(s) to keep track of individual tutor's training, tutoring hours, etc. and to issue certificates when an individual completes the necessary requirements for a certain level. Each institution is required to keep a record for each of its tutors who receives a CRLA certificate. These records, however, will be reviewed by the CRLA Tutor Certification Committee only when a need arises.



| [Home](#) | [Conferences](#) | [Learning Centers](#) | [CRLA](#) | [Other Sites](#) |

Contact Site Coordinator [Lucy MacDonald](#).

Last Update: April 12, 1996



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Application for Certification of Tutor Program(s)

General Information

(Please type or print the following information.)

- **Program Liaison / Contact person:**
- **Mailing Address:**

- **Phone Number(s):**

- **Institution and program(s) to be certified:**

- **Certification Levels (Please check appropriate box/boxes):**

Regular / Level 1 Advanced / Level 2 Master / Level 3

Application Fee: \$50.00

Please submit a check for \$50.00 (U.S.) payable to "CRLA/Tutor Certification." Attach check to this application form. Thank you.

**Gladys R. Shaw, Coordinator CRLA ITCP
Director - Tutoring & Learning Center
300 Library
The University of Texas at El Paso
El Paso, Texas 79968-0611
Phone: 915/ 747-5366 Fax 915/ 747-5486**

Overview of the Tutor Program(s) to be Certified

Please attach an overview, less than five (5) pages, typed and double spaced, 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:

- how long your program has been in existence
- how long you have been in charge of this program and/or the training for this program
- your program objectives
- your source(s) of funding
- a description of the facility and its location on your campus in regards to other programs and facilities
- who you and your program report to
- a brief overview of how you conduct your tutor training
- your tutor training guidelines
- a brief description of the population that you serve
- any other information that you believe will make it easier for this committee to certify your program

Verification of Tutor Program(s)

Please complete the packet, "Verification of Tutor Program(s)," for each program you are applying to be certified. For example, if you wish to have Program A certified at Levels 1 & 2, then you would complete the forms in the above mentioned packet for Levels 1 & 2. If you have a Program B that you wish to have certified at Level 1, then you would complete a separate packet for Level 1, Program B. Each individual program will be evaluated separately, and each will be considered as separate, individual programs. Each program, therefore requires an application fee, and each program must submit a complete application (the original and 3 copies, collated and secured).

CRLA's Requirements for certification of Tutor Programs



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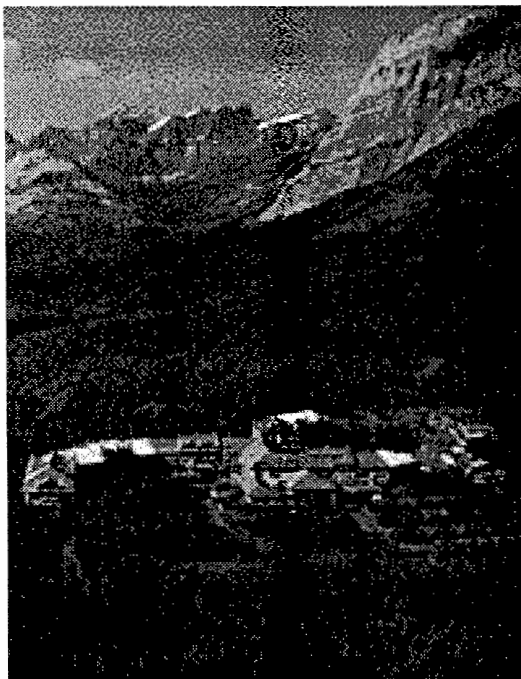
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This year's conference will be held in Canada.



| [Home](#) | [Tutor](#) | [Learning Centers](#) | [CRLA](#) | [Other Sites](#) |

Contact Site Coordinator [Lucy MacDonald](#).

Last Update: March 7, 1996



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READING

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•

DEVELOPMENTAL EDUCATION

•

TUTORIAL SERVICES

College Learning Centers

This is a list of College and University Learning Centers from around the world.
You can access this information in two ways: alphabetically or geographically.

- Alphabetic
- Geographic



| [Home](#) | [Tutor](#) | [Conferences](#) | [CRLA](#) | [Other Sites](#) |

Contact Site Coordinator Lucy MacDonald.

Last Update: March 7, 1996



**College
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READING

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• DEVELOPMENTAL EDUCATION

• TUTORIAL SERVICES

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.

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 quarterly Newsletter

opportunities for professional growth and job improvement

- - the annual WCRLA conference
- - conference institutes
- - 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

- - Advanced Reading
- - Cognitive Psychology
- - Computer Technology
- - Critical Thinking & Problem Solving
- - English as a Second Language
- - Evaluation and Research
- - Hispanic Assistance
- - Learning Center Management
- - Learning Disabled Students
- - Peer Tutoring
- - Organizational Development

opportunities to adopt and adapt practices

- - program guidelines
- - program evaluation services

opportunities for career development

- - professional exchange program
- - career placement service
- - tutor certification

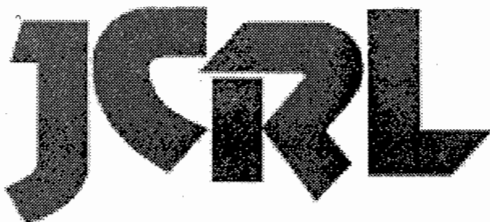
opportunities to contribute to a growing professional organization through the membership resource directory



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Last Update: March 7, 1996



- **Description**
- **Topics**
- **Contributors Guidelines**
- **Subscription Information:**
- **Ordering Form**

Description:

- a blind refereed journal published by CRLA
- for faculty, administrators and policymakers
- a forum for over 25 years for current theory, research, practice, and policy reflecting the voice of professionals dedicated to postsecondary reading and learning.

Recently featured topics include:

- research in metacognitive strategies with community college students
- national workforce literacy partnerships and peer tutor training
- international reading and study strategy programs
- policy related to national education goals and professional standards
- assessment reading practices and attitudes and research portfolios

Contributor Guidelines:

- Manuscripts limited to 12 to 15 typewritten pages.
- Double spaced throughout.
- Camera ready tables and figures (as necessary)
- APA style. Consult the Publication Manual of the American Psychological Association (4th edition)
- 4 clearly typed copies and computer disk copy using Word or Word for Windows.
- One cover sheet using the title of the article and full name, affiliation, address, telephone and fax numbers as well as

email address.

- Publication decisions are usually made within 3-4 months after manuscripts are reviewed.

For further information, contact

Subscription Information:

- ISBN 1079-0195
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Last Update: March 7, 1996

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Sunday, November 3, 1996

Albuquerque, New Mexico

SUMMARY OF MINUTES

Hyatt Regency Hotel

Boardroom North

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

Guests: Sandra Evans, *Past-Treasurer*; Roz Bethke, *Newsletter Editor*.

The meeting was called to order at 10:10 a.m.

1. Elections Report

The Board went into executive session so the new Board members could be informed of the potential slate for President-Elect and Secretary.

2. EXCEL Phone Cards

These were distributed to Board members and will be used in place of the AT&T cards to reduce our telephone expenses.

3. Board Expenses at the Hyatt

Sandra clarified the procedure through which board members' hotel expenses will be covered.

4. Upcoming Board Meetings

Conference calls will occur Monday, December 9, 1996 and, tentatively, Friday, January 17 or 24, 1997. The spring board meetings will be Friday, February 28 to Sunday, March 2, 1997 in Sacramento. The 1997-1998 budget approval process will begin in Sacramento.

5. SIG Coordinator Position

Patti Dozen of California submitted an application for this position. Her application will be put on hold pending application from others.

6. Job Openings

These will be advertised in the *Newsletter*. Incumbents are encouraged to apply for another term.

7. Upcoming issues of the Newsletter

Winter 1996-97 issue: submission deadline is Nov. 30, 1996; targeted delivery is Feb. 15, 1997. Spring 1997 issue: submission deadline is Feb. 28, 1997; targeted delivery is April 30, 1997. Summer 1997 issue: submission deadline is May 30, 1997; targeted delivery is July 30, 1997.

In the next issue, Roz has planned to include a full officer directory, position ads, CRLA's web page information, an article on LRNASST, photos from the Albuquerque conference, the Call for Papers for the Sacramento conference, Sacramento hotel information, news from SIG's, PAL's and states/regions, and guidelines for JCRL manuscript submissions.

The Board commended Roz for the photo collages of our conferences and symposium as they do a good job of capturing the spirit of the organization and the memories of the events. Photos are sent to Archives after publication.

Vince and Pat will send letters to Johnson County Community College thanking them for their past support of the Newsletter.

8. Letter to B. Lyman

Rosalind has written a letter to Barbara Lyman in response to the concern she raised during the business meeting.

9. Albuquerque Business Meeting

Carmen Springer-Davis chaired the "open forum" portion of the meeting. She noted the members' concerns and suggestions and has since forwarded them to the Board for incorporation into upcoming agendas.

10. 1997 Sacramento Conference

Registration costs were discussed. Bill Morris of California has proposed upgrading the technology center at this conference.

11. Long-Range Goals

Long-range goals for CRLA were developed by the Board members during a workshop in Kananaskis. The new Board members have been asked for their input before the goals are published in the *Newsletter*.

The meeting adjourned at 11:08 a.m.

The minutes were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING Sunday, November 3, 1996 Albuquerque, New Mexico MINUTES

Hyatt Regency Hotel

Boardroom North

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

Guests: Sandra Evans, *Past-Treasurer*; Roz Bethke, *Newsletter Editor*.

The meeting was called to order at 10:10 a.m.

The previously approved agenda is Attachment A to these minutes.

1. Elections report

The Board went *in camera* for 5 minutes. The purpose was to inform the new Board members of the potential slate for President-Elect and Secretary and to advise them of protocol.

2. EXCEL phone cards

Sandra distributed the private numbers each Board member is to use when phoning via the EXCEL plan. The actual plastic cards will be issued after Sandra receives them.

This plan may be cheaper but it involves dialing more digits. We will report at the next meeting whether it works from our various locales.

3. Board hotel expenses

There has been some confusion with the front desk of the Hyatt regarding which persons and which expenses are covered by the CRLA master account. The procedure for processing reimbursements and hotel expenses was clarified with Sandra.

4. Future Board Meetings

The next Board meeting will be via teleconference on Monday, December 9, 1996 at 8:00 a.m. Pacific Standard Time. Its main purpose will be to debrief the Albuquerque conference and to look at CRLA's financial status from the conference.

The following meeting will be held (tentatively) Friday, January 17 or 24, 1997 via teleconference and the Spring Board meetings will run Friday, February 28 to Sunday, March 2, 1997 in Sacramento.

5. Other

***SIG Coordinator Position
(Attachment A)***

Patti Dozen of California has submitted an application to be SIG Coordinator beginning with a year as co-chair with Pat Jonason. Her application will be put on hold pending application from others.

Job Openings

It was agreed that position openings will be advertised in the *Newsletter*. The selection procedure for all positions must be clarified, made known to all members and followed. Incumbents would be strongly encouraged to submit a letter of re-application. Pat M-E will investigate when the term of each incumbent ends and report these back to the Board.

Newsletter timelines (Attachment B)

Roz Bethke presented timelines for future issues of the *Newsletter*. This outlines submission deadlines and dates members are to receive each issue in 1997.

Letter to B. Lyman (Attachment C)

Rosalind presented a letter sent to Barbara Lyman in response to Barbara's concern regarding the minutes of the April board meetings.

Albuquerque Business Meeting

Carmen Springer-Davis chaired the portion of the plenary session during which the floor was opened to members to voice their concerns and issues. She submitted her notes to Pat M-E. This list will be forwarded to Vince so items can be placed on the Board's future agendas.

Spring Board Meeting in Sacramento

The Sacramento agenda will include preliminary budget approval.

Sacramento Conference

Bill Morris of California has introduced some ideas for upgrading the technology centre for the Sacramento conference. Some of the issues are the cost of having the technology available, both hardware and software, and whether or not to charge for the center as an institute-like feature. The registration cost for the Sacramento conference was discussed.

Next Newsletter

The next *Newsletter* will have:

- the full directory of officers
- position advertisements
- information on CRLA's web page
- an article from Frank Christ about LRNASST
- Albuquerque conference photos
- call for papers for Sacramento
- Sacramento hotel information
- news from SIG's, PAL's and the states and regions
- guidelines for submission to the *Journal*

Photos in Newsletter

Roz B has received some complaints that the Newsletter contains too many photos. The Board recommended she maintain the photo coverage of the conference since it is our most important event and the photos are a good way of capturing the spirit of the organization.

Board members will pass along photos from this conference to Vince who will send them to Roz B for the *Newsletter*. After they are published she sends them to Archives.

Board's long-range goals

Pat M-E has the outlines for the long-range plans of the CRLA Board which were developed during a workshop in Kananaskis. She will forward these to the new Board members for their input before publishing them in the *Newsletter*. She will also forward a copy to Becky Johnen who has done intensive study in this area.

Letters of support to JCCC

Pat M-E and Vince will write thank you letters to Johnson County Community College for their past support of our newsletter.

Pat moved to adjourn the meeting at 11:08 a.m.

These minutes were approved December 9, 1996.

COLLEGE READING AND LEARNING ASSOCIATION

BOARD MEETING

Sunday, November 3, 1996

Albuquerque, New Mexico

List of Attachments to the Minutes

- A. Tentative Agenda (approved October 28, 1996)
- B. Application for SIG Coordinator from Patti Dozen
- C. CRLA Newsletter Deadlines
- D. Letter to Barbara Lyman

**TENTATIVE AGENDA FOR THE CRLA BOARD MEETINGS
1996 ANNUAL CRLA CONFERENCE
HYATT REGENCY
ALBUQUERQUE, NM**

**Friday, November 1, 1996
Presidential Suite**

3:00 am - 5:00 pm

Discussion with Board Members

1. JCRL (Jim Bell)
2. PALs (Becky Johnen)
3. Archivist/Communications Task Force/By-Laws (Karen Smith)
4. World Wide Web (Lucy MacDonald)

**Sunday, November 3, 1996
Boardroom North**

9:00 am - 10:00 am

1. Elections Report - Nominations for President-Elect and Secretary (Pat)
2. Distribution of Phone Cards (Board Members)
3. Schedule of Conference Call (Vince)
4. Reminder: Spring Board Meeting in Sacramento (Kathy)
5. Other



November 2, 1996

Dear CRLA Board,

With your permission, I would like to submit this application for the position of SIG Coordinator. I am presently the Coordinator of CCAS - Center for Learning Assistance Services at Moorpark College in Southern California.

I have been a member of CRLA since 1980. Since then, it has been a privilege to have served in various capacities in the organization. I began as Southern California state director. I then was allowed to implement the Lunch with a Mentor Program and coordinate that activity each year.


I was also the first Chair for the Learning Center Management SIG which originated from a local Learning Center Management group in Southern California. For the last three years I served as Chair for the multicultural SIG.

I have reviewed the duties of SIG Coordinator with Pat Jonason and understand the responsibilities as described by her. I understand this appointment is a three year term. It would be an honor to assume the duties as described.

Thank you very much for considering me for this position.

Sincerely,

Patth Dozen

Albuquerque, NM
ATTACHMENT 
/ page
NOV - 3 1996
CRLA Board Meeting

CRLA Newsletter Deadlines

What are the deadlines for future issues?

Issue	Published Deadline:	Absolute Deadline:	Newsletter to Reach Members by:
Winter 1996-97	Nov. 30, 1996	Dec. 15, 1996	Feb. 15, 1997
Spring 1997	Feb. 28, 1997	March 15, 1997	April 30, 1997
Summer 1997	May 30, 1997	June 15, 1997	July 30, 1997



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NOVEMBER 2, 1996

Barbara Lyman, Coordinator
Graduate Program in Developmental Education
Dept of Educational Administration & Psychological Services
Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4616
USA

Dear Barbara,

I have attached for your information a copy of the full minutes of the CRLA Board meeting held on Monday, April 15, 1996 as well as a copy of the List of Attachments for that meeting and the meeting of April 16. Note that page 6 of these minutes records the application you and Emily Payne submitted for the editorship of the *Journal of College Reading and Learning*. Note also that your submission forms item F in the List of Attachments.

I apologize that in my disorganization I omitted the summary of these minutes from the package I prepared for this conference in Albuquerque.

Yours truly,

A handwritten signature in cursive script, appearing to read 'Rosalind Lee', is written over a horizontal line.

Rosalind Lee
Secretary, CRLA

cc: Board members