

CASP Conference 2009:
A Towering Passion for
Teaching and Learning

October 21-23, 2009
San Antonio, TX

CASP News

College Academic Support Programs Conference Biennial Newsletter, jointly sponsored by Texas Association for Developmental Education (TADE) and Texas College and Reading Association (TxCRLA)

The CASP Conference is also sponsored by The Texas Higher Education Coordinating Board

CASP News

Fall 2009

Special points of interest:

- Don't miss the CASP Conference in San Antonio Oct. 21-23!
- Read important updates from the Texas Higher Education Coordinating Board
- Find out more about what's happening in developmental education and learning support in the state and in the nation

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CASP Conference Invitation

Dear Colleagues:

On behalf of the Texas Association for Developmental Education (TADE), the Texas College Reading and Learning Association (TxCRLA) and the Texas Higher Education Coordinating Board, I would like to invite you to the College Academic Support Programs (CASP) Conference in San Antonio, Texas, October 21 – 23, 2009. You will have the opportunity to renew friendships and make new ones. Come discover new trends in developmental education and grow professionally as you engage in various institutes, and sessions. Amid these educational activities you can relax, enjoy our beautiful city and experience the wide variety of multicultural venues.

This year's theme is "A Towering Passion for Teaching and Learning" which is reflective of CASP's dedication to education. Presenters from every type of institution across our great state will be sharing their expertise and best practices that reinforce our commitment to providing the best educational opportunities for our students. The institutes this year are varied and once again the popular NADE Certification Institute and CRLA Tutor Training Leadership will be offered.

We have two excellent keynote speakers. Dr. Judith G. Loredo, Assistant Commissioner for the

Division of P-16 Initiatives for the Texas higher Education Coordinating Board, will be the keynote speaker at the Thursday luncheon and Jerry Woodfill, former Apollo 11 and 13 Warning System Engineer, will be the breakfast keynote speaker.

There will be a tour of UTSA on Wednesday afternoon. Find out about the University of Texas at San Antonio's student support services at the Tomás Rivera Center (TRC) on a tour of both campuses (Downtown and Main Campus). Attendees will learn of UTSA's diverse programs, including at-risk student retention programs, tutoring, Supplemental Instruction, learning assistance, and Learning Communities.

Get into the spirit and flavor of San Antonio by attending the Gala Opening Reception on Wednesday evening. Hors d'oeuvres and drinks will be available as you listen to live guitar music. San Antonio College's renowned artist Alice Gomez and the Latin Percussions will play rumbas! salsas!

boleros! easy listening! GOOD TIMES.

The El Tropicano Riverwalk Hotel has been the site hotel for CASP twice before. The hotel originally opened in 1962 and has been renovated to return to the iconic 60s style. It is now at the beginning of the Museum Reach, the newest addition to the San Antonio Riverwalk and provides an additional 3.5 miles of walkway access. On your free time you can visit San Antonio attractions via trolleys, street cars and river taxies that will pick you up in the hotel area.

I look forward to seeing you in October.

Mary Ann DeArmond
Greenlees
San Antonio College
Site-chair CASP 2009

For the electronic CASP conference registration form, click <http://www.tade.org/> or <http://txcrla.org/>



CASP 2009

Breakfast Keynote Speaker

Jerry Woodfill, BAEE, BSEE
Former Apollo 11 and 13 Warning System Engineer

Jerry Woodfill has been employed by NASA (Houston, TX) for 44 years. He holds a Bachelor of Arts in Electrical Engineering and a Bachelor of Science in Electrical Engineering from Rice University. At the onset of the lunar landing program, he managed the spacecraft warning systems and was monitoring the *Eagle* spacecraft which landed Neil Armstrong on the Moon. On April 13, 1970, Woodfill was monitoring the *Apollo 13* warning system when the spacecraft exploded. His system was the first alert of the life-threatening malfunction depicted in the Tom Hanks-Ron Howard movie *APOLLO 13*. For his role in the rescue, he shared the Presidential Medal of Freedom as a member of the Apollo 13 Mission Operations Team. Woodfill often speaks to educational groups, schools, teacher workshops, and summer space camps as an outreach for the Johnson Space Center Educational Program. In 2004, he



was recognized as a “Hi-Lighted” JSC Educational Volunteer. In his current position, Woodfill represents many state-of-the-art projects, including NASA’s Managers for Ro-

bonaut (perhaps the world’s most advanced aerospace robot) and the COLBERT Treadmill being launched on the next shuttle mission for installation in the Space Station.

Luncheon Keynote Speaker

Dr. Judith G. Loredo
Assistant Commissioner for the Division of P-16 Initiatives
Texas Higher Education Coordinating Board

Judith G. Loredo joined the Texas Higher Education Coordinating Board in February 2008 as the Assistant Commissioner of the Division of P-16 Initiatives. Her prior assignment was with Huston-Tillotson University as Dean of Academic Support Programs and Chair of the Department of Teacher Education. Dr. Loredo has had a career in education spanning more than thirty-seven years, with experience in early childhood education, public education and higher education. Her extensive experience includes curriculum development, student/program assessment, program accountability, strategic planning, budget



development/management, and personnel evaluation. Dr. Loredo has been referred to by her colleagues as “a caring and creative educator who continues to blaze a path of excellence for others to emulate.” She was the first Hispanic woman elected Superintendent of Schools (K-12) in Southside, San Antonio. She served as president of the Texas Association of Colleges of Teacher Education (TACTE) and President of the Council of State Colleges of Texas Teacher Educators (COSTTE). Girl Scouts of America, Austin, Texas, named her a Woman of Distinction in 2005-2006. She is a recipient of the Minnie Stevens Piper Distinguished Professor Award. She received the Presidential Award for Outstanding Faculty Member and the Sears-Roebuck Teaching Excellence in Undergraduate Education Award during her tenure at Huston-Tillotson. Dr. Loredo was born and raised in San Antonio. She earned a B.A. in Communication Disorders, an M.A. in Speech Pathology, and an M.A. in Education at Our Lady of the Lake University. She earned a Ph.D. in Educational Administration at the University of Texas at Austin, where she was named the 20th recipient of the Dean Carl Award as the Distinguished Graduate of the College of Education.

Pre-Conference Institutes and Other Conference Information

Come early and take advantage of some valuable pre-conference institutes:

- NADE Certification Training Institute & Workshop—Jennifer Ferguson
- CRLA Tutor Training Leadership—Carol W. Dochen
- International Tutor Program Certification (ITPC)—Getting Started—Jane McGrath
- Using Wikis to Develop Collaborative Critical Thinking—David Caverly and Sheila Nicholson
- Using Social Media to

Facilitate Writing—Delma McLeod-Porter, Reba Powers, Linda Larson and Kathryn Fusilier

- Learning with Chalk—Honey Kirk and Paula McKenna
- Mad Dog Math—Denise Lujan

For more detailed information about the pre-conference institutes, see the [Call to Conference](#).

Exhibits and Posters

Plan to spend time in the Exhibits Hall! As always, representatives from numerous pub-

lishers and educational materials companies will attend. Additionally, this year’s Poster Session promises to be the best yet with presenters from more than ten different institutes representing their programs and best practices.

CASP Conference Registration Fees :

Postmarked on or before Oct. 1= \$190.00

Postmarked on or before Oct. 15= \$225.00

On-site Registration = \$250.00

Undergraduate Student Rate = \$50.00

For the electronic CASP conference registration form, click here:

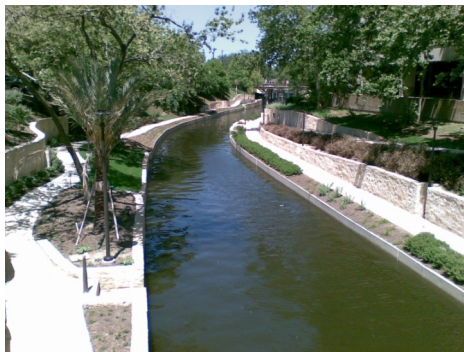
<http://www.tade.org/>

** A CASP participant who registers for the Undergraduate Student Rate must provide documentation in the way of a copy of a current and official course schedule indicating enrollment in at least six undergraduate credit hours. Attach and mail this schedule along with the conference registration form and payment to the CASP '09 Treasurer. Registrants who do not provide this needed documentation will be assessed the standard conference registration rates.*

San Antonio Highlights

While in San Antonio, you can ride the El Tropicano streetcar for shopping, sightseeing, family fun or lunch with friends. And be sure to visit the historic Alamo Plaza, Market Square, the Institute of Texan Cultures, Mission San Jose and San Fernando Cathedral via the Alamo Trolley. You can also enjoy a tour with entertaining narratives about the rich history of the San Antonio River and River Walk. Other sites to visit include the IMAX theater in Rivercenter Mall, the Japanese Tea Gardens, King Wil-

liam Historic Area, La Villita arts and crafts, the San Antonio Zoo, Natural Bridge Caverns, the Tower of the Americas, Schlitterbahn Waterpark, and Sea World Fiesta Texas, all not far from the El Tropicano Riverwalk Hotel and within one of the friendliest and most culturally-diverse cities in the US.



The Museum Reach

project begins at the Lexington Avenue Bridge near El Tropicano and ends at the Josephine Street Bridge. Hop on a Rio Taxi (Red) and travel through the Lock and Dam at Brooklyn Avenue. The Museum Reach features the work of 8 artists in 12 locations, enhancing the beauty of the San Antonio River's linear park. The addition includes San Antonio's premier museum, the Witte Museum (3801 Broadway) and the San Antonio Museum of Art (200 W. Jones Ave).

Narrated tours have a special focus on the 12 original art installations, created by local and international artists. At the end of the Rio Taxi tour, dock at the Pearl Brewery and enjoy this iconic brewery that has been transformed into a culinary and cultural gathering place for locals along the banks of the San Antonio River. Pearl's 22 acres are home to the Culinary Institute of America, the Aveda Institute San Antonio, and the Pearl Farmers Market.

San Antonio's Newest Addition: Come explore the newest addition to the River Walk, the Museum Reach, which includes nearly 3.5 miles of walkway access. The

CASP 2008 BEST INSTITUTE and BEST CONCURRENT SESSION

Submitted by Kathy Stein

Congratulations to the winners of Best Institute and Best Concurrent Session at CASP 2008!

For Best Institute, we want to congratulate **Bessie Childers** of Blinn College. Her institute was entitled "A Novel Plan: Motivation and Comprehension in Just Six Weeks!" The purpose of her institute was to demonstrate how instructors

can use novels to create interest and motivate reluctant readers. Participants worked in learning cells to practice various comprehension strategies and were encouraged to bring their "thinking caps" with them.

The winners for the Best Concurrent Session are **Lisa Johnson, Sylvia Miller,** and **Karen Bradford** of Prairie View A&M University. Their session was titled "SQ3R: Who Says Math & Reading Don't

Mix?" The synopsis for their session started with "Hve u eva red a txt msg u dint undAs-tand?" The presenters went on to share with participants that students feel the same way when they struggle to understand text in Math and Reading courses. In their presentation they demonstrated how to use creative reading comprehension techniques and learning communities to improve student success in Math and Reading classes.



Feature Article

The Development of a Learning Frameworks Program

By Lynda Villanueva, Ph.D.

In 2005, Brazosport College was faced with the need to develop a Quality Enhancement Plan (QEP) that would address some troubling data:

1. Approximately 57 percent of entering degree-seeking students require developmental education.
2. More than fifty percent of students enrolled in the developmental math class prior to College Algebra do not successfully complete the course.

Only five percent of students who begin in the lowest of three levels of developmental math (Pre-Algebra) successfully complete College Algebra within five years.

*Lynda Villanueva, Ph.D. is
Director of Transitional Education
and Associate Professor of
Psychology at Brazosport College in
Lake Jackson, TX*

After considering suggestions from the college community and examining research data, it became clear that developmental education, herein termed **transitional education**, provided the greatest opportunity for improving student learning outcomes. Our research indicated that while the college was addressing the classroom needs of our under-prepared students in mathematics, reading, and writing, we were not meeting student needs in other areas, such as learning skills improvement and goal attainment.

On the basis of the above issues, Brazosport College developed the Transitional Education Program (TEP). A central focus of this plan was the implementation of a student success course called **Learning Frameworks (PSYC 1300)**.

Description of Learning Frameworks

Learning Frameworks is a three-credit hour, college-level, transferable course. Touted as “on the job training” to become a successful college student, this course is designed to support students’ discipline-specific courses by enhancing **study skills**, developing **key cognitive strategies**, and assisting students in **setting goals**. Specific topics include:

How College and High-School are Different	Taking Notes	Preparing for Exams
Rehearsal Strategies	Goal Setting	Improving Reading
Improving Memory	Understanding Motivation	Improving Writing
Getting to Know the College Campus	Handling Stress	Time Management
Career Explorations	Conducting Research	Learning Styles

Since the inception of the TEP in the Fall of 2006, Brazosport College has offered 67 sections of Learning Frameworks to 1,305 students. Currently, all students who are Texas Success Initiative liable are required to pass the course.

Who Teaches the Course?

There are two different models for determining who teaches a student success course. In one, anyone can and does teach the course. In the other model, only faculty with certain academic backgrounds teach the course. The Learning Frameworks course at Brazosport College follows the second model. Because PSYC 1300 is cross-linked with the EDUC rubric, any faculty member with a Master’s degree and 18 graduate hours in either discipline is eligible to teach the course.

Our college has placed a priority on hiring full-time tenure-track faculty to teach the course. In this sense, the primary responsibility of these faculty is the teaching and development of the Learning Frameworks course. Currently, the college employs three full-time faculty and a small pool of adjunct faculty.

(Continued on page 16)

Let's Turn the T.I.D.E.S. in Texas!

Review of "Targeted Intervention for Developmental Education Students (T.I.D.E.S.)," by Hunter R. Boylan, *Journal of Developmental Education*, vol32, no3, Spring 2009.

This is a season of opportunity for Developmental Educators. With THECB, legislative interest, Achieving the Dream grants, corporate grants, and the recent Gates Grants awards, funding is available to support programs for underprepared students. We have the opportunity to get it right, and Hunter Boylan's recent article, *Targeted Intervention for Developmental Education Students (T.I.D.E.S.)*, outlines a research-based way to do just that.

Everyone who actually works with Developmental students knows that there is no one-size-fits-all solution. Our classes are a wonderful mix of students who completed a non-college track in high school, military veterans, internationals, adults retraining for another career, and people who had a bad placement test-taking day. Some students may need a year or more of developmental study while others need a short, intensive skill review. Faculty know that cognitive skills are only a fraction of what students need to pull together in order to succeed in college. Motivation (the number one factor for success), number of hours working, family responsibilities, willingness to take advantage of tutoring and other academic support, doing their homework on time, and purchasing the course materials are some of the things on that list. How should we design programs that work for such a wide variety of individuals?

A good place to start, according to Boylan is compiling an inven-

tory of campus courses, learning assistance and other services, and community resources. Targeting limited resources to the students who are most in need of them is the goal, and knowing what is in place is essential.

Boylan then moves to student placement. Even though every educator knows that evaluating individuals based upon one test is not a valid measurement, most institutions use a placement test to determine which classes a student enters. While placement instruments may be fine as far as assessing cognitive skills goes, Boylan recommends adding noncognitive and personal factors to the placement decision, and he recommends creating student profiles as an integral part of the registration/testing process. He gives direction in training advisers how to interpret information so that the very best placement decisions can be made. We know that students who are successful their first semester tend to

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persist to a degree or certification, so accurate placement is vital for course success, retention, and persistence.

Once students have been assessed and placed appropriately, targeted interventions can directly support their success. It may be that a student needs tutoring, supplemental instruction, and/or other campus services. Another student may need a short review. By grouping students with similar needs together, institutions can maximize the effectiveness of their support programs. Monitoring and evaluating those interventions will be important and ongoing. As students gain expertise, their student profiles will need to reflect their retention and success. The program itself will need to be monitored and compared to baseline data, and Boylan offers direction in how this can be done.

Boylan's article provides a vision of how higher education should work for Developmental students. The T.I.D.E.S. model is what we should all be talking about and striving to institute since we want to get it right. We can turn the T.I.D.E.S. in Texas!

—by Sharon T. Miller

Research in Developmental Education

Are you seeking a research and publishing tool to support your campus's developmental educational programs? **Research in Developmental Education (RiDE)**, published by the National Center for Developmental Education, four issues per volume in a single article newsletter format, is an effective tool providing supportive evidence for your programs.

Sample articles can be found at

www.ncde.appstate.edu/ride/htm.

Volume 22, Issue 3, entitled "Developmental Education: A Study of Print News Reporting" by Hunter R. Boylan, Connie Carringer, D. Patrick Saxon, and Cate Shiles was also a topic for presentation at the 2009 NADE conference. This article provides information on how developmental education is viewed by the mainstream press. **RiDE** is available at the low cost of \$15.00 per year; 2-year subscriptions are \$28.00. Order forms may be found online at www.ncde.appstate.edu/order/htm.

If you are not a current NADE member, why not order the *Journal of Developmental Education (JDE)*, \$34.00 per year, \$60.00 for two years, at the same time? The *Journal of Developmental Education* is a double-blind, peer reviewed scholarly publication featuring articles that relate implications for practice from current research and regular features. Please note NADE members receive the JDE three times a year as a benefit of membership.

We value your support and look forward to providing you with the most current research in the field of developmental education. If you are conducting a program or scholarly research and would like to submit an article to either **RiDE** or *Journal of Developmental Education*, please refer to Author's Guidelines on their respective pages at www.ncde.appstate.edu.

Patrick Saxon, Editor, *Research in Developmental Education*
National Center for Developmental Education

P.S. Please indicate your chapter when ordering in the area on the order form entitled "How did you hear about the NCDE product you are ordering?"

From the Texas Higher Education Coordinating Board

New Staff Hire for Developmental Education at THECB

THECB is happy to welcome the newest member of the P-16 Division, **Gloria Smith Bragg**. Gloria is the Senior Program Director for Developmental Education at THECB. She assists the Di-

rector of Developmental Education on all issues concerning developmental education, the Texas Success Initiative, Adult Basic Education, state legislation and Coordinating Board rules. She also works on analyzing and researching policy issues related to college readiness, developmental education, ABE, TSI, and student success.

Gloria has seven years experience in developmental education and has been instructing English for more than twelve

years. She comes to the Coordinating Board from Vernon College, where she was Basic Skills Specialist on a team to facilitate the objectives of a US Department of Education Title III Grant. The grant activity was focused on the success and retention of at-risk student populations. Gloria's activities during the grant period were centered on recommending new technology and innovative classroom instructional strategies that foster developmental student success. She also served as Coordinator of De-

velopmental Education and led the committee to make recommendations for a new developmental education plan at Vernon College.

Gloria taught Developmental Reading, Writing, and English Composition at Vernon College and Midwestern State University. During her PhD work in English Rhetoric at Texas Women's University in Denton, she drafted a tutor-orientation manual and training manual for the Write Site Learning Lab.



THECB releases the Developmental Education Program Survey (DEPS)

The Developmental Education Program Survey will be released for completion by institutions beginning October 1, 2009. The survey will help the Coordinating Board (CB) better understand the activities of developmental education programs around the state. The DEPS survey will be completed on annual basis and will replace the requirement of maintaining a developmental education plan on file with the CB. Long-term plans include making the data available online as a searchable database. The data will also be used to determine possible grant funding areas based upon any widespread needs around the state. Institutions should begin preparing now for the DEPS release and identify designee (s) to complete the survey in a timely manner. The survey must be completed by November 15, 2009. Please direct all questions about DEPS to Gloria Bragg Gloria.bragg@thecb.state.tx.us

Additionally, Tamara Clunis will discuss the Developmental Education Program Survey and how institutions can use this data to support implementation of program strategies, in a concurrent session at the CASP conference in San Antonio.

Outcomes from 81st Legislative Session

The Texas Legislature showed significant interest in developmental education during the 81st session. A total of seventeen bills were filed that related to developmental education. Bills related to developmental education focused on:

- improving program effectiveness at local institutions
- providing students with accelerated options to com-

Tamara Thornton Clunis is the recently appointed Director of Developmental and Adult Education for the P-16 Division of the Higher Education Coordinating Board. She is responsible for developing a statewide plan for developmental education, with an emphasis on improving student outcomes and increasing alignment between adult basic education and post-secondary education.

For more information about the Developmental Education Survey Plan (DEP):

<https://share.thecb.state.tx.us/sites/RE/DEPS/default.aspx>

You can speak with Tamara about the DEP at the CASP conference in a Town Hall meeting and a concurrent session.



- complete developmental education requirements
- piloting innovative developmental education programs with an emphasis on non course-based remediation
- piloting developmental education courses in high school, and
- requiring public junior and technical colleges to become the primary providers of developmental education.

(Continued on next page)

(Higher Education Coordinating Board, continued)

None of the bills filed were passed as stand-alone legislation. Instead, the language of several bills was added as riders to the HB1 Appropriations Bill. The following Riders from the 81st Legislative Session relate to developmental education:

Rider 50 Developmental Education. Appropriates \$5 million to the CB, to establish a pilot program for developmental education. The Higher Education Coordinating Board is required to use the funds for pilot programs at community colleges and public technical institutions. The pilot programs would use technology and diagnostic assessments to determine student's needs and college readiness and use educational methods, including non-course based, that would improve developmental education outcomes. The Rider requires the CB to study the issue of developmental education focusing on researching best practices to implement statewide and submit a report to the Governor, Lieutenant Governor, Speaker of the House of Appropriations, the Chair of the Senate Finance Committee, the Chair of House Appropriations, Senate Committee on Higher Education and House Committee on Higher Education before January 1, 2011.

Rider 59 Funding for Non-Semester-Length Developmental Education. This Rider allows institutions to receive funding for course-based and non course-based innovative developmental education activities that are shorter than the tradition sixteen-week course. Activities eligible for funding include alternative- entry/exit, and other intensive developmental education activities. Information about funding for these activities can be found in the Lower Division Academic Course Guide Manual. Institutions seeking funding through this Rider are required to analyze the fiscal and instructional impacts on student outcomes for both semester-length and non-semester-length developmental education interventions. In coordinating with THECB, institutions shall prepare a report to the Board no later than June 1, 2010. Other requirements of Rider 59 include analyzing the effectiveness of course-based versus non course-based developmental education strategies. This study shall be conducted in coordination with institutions of higher education and a report prepared for the 82nd Legislative session by January 2011.

Please note: Tamara will discuss 81st legislative session during the town hall meeting (Thursday, Oct 22, 5:45 to 6:35) at the CASP Conference. If you have questions on how the CB plans to implement the requirements of Riders 50 and 59, feel free to contact Tamara Clunis at 512-427-6262.



For the electronic CASP conference registration form, click
<http://www.tade.org/> or <http://txcrla.org/>

Texas College Reading and Learning Association News

We want to give you money!! TxCRLA is very supportive of its members' efforts toward professional growth, so two awards have been established to encourage this work.

Ann B. Faulkner Professional Development Award

The Texas chapter of the College Reading and Learning association (TxCRLA) established the Ann B. Faulkner Professional Development Award in 1994. TxCRLA members may apply for up to \$500, which is available annually, to further professional development and research activities related to learning assistance or developmental education. Appropriate uses of the award include graduate study, attendance at professional meetings, and research.

To apply, applicants should provide the following information: name, address, phone numbers, academic affiliation, and length of TxCRLA membership. In addition, applicants should include a proposal for professional development or research, including the specific need for financial support, and a budget of projected expenses. The specific amount requested and other anticipated sources of funding should be indicated. A letter of support from the applicant's immediate supervisor and a major professor should be included.

APPLICATION DEADLINE IS OCTOBER 1, 2009.

Gladys R. Shaw Professional Development Award

TxCRLA established the Gladys R. Shaw Professional Development Award in 2008. Current TxCRLA

members may apply for a \$500 award, which is available annually, to support their travel to professional development opportunities related to learning assistance and/or developmental education. Applicants might wish to apply the award toward attendance at a conference (such as CASP, CRLA, NADE, or NCLCA), TIDE, the Winter Institute, the Kellogg Institute, or a discipline specific workshop. Subsequent to participation in the chosen conference or workshop, the winner will be expected to report any resulting outcomes and benefits to the membership. This report may be presented as a concurrent session or poster session at the next CASP Conference, or as a newsletter or website article.

To apply, applicants should provide the following information: name, address, phone number(s), email address, academic affiliation (institution & position), and length of TxCRLA membership. In addition, applicants should include a proposal indicating where and when they hope to travel as well as which conference, institute, or training session that they plan to attend. They should be sure to include an explanation of their need for financial support as well as a budget (or projection of expenses). While the primary purpose of this award is to help mitigate travel expenses, should money be left over after travel expenses are paid out, then the applicant can explain how remaining funds can be used to pay for registration fees or other costs associated with attendance. A letter of support for the activity from the applicant's immedi-

ate supervisor or major professor should also be included.

APPLICATION DEADLINE IS OCTOBER 1, 2009.

Winners of the awards will be announced at the 2009 CASP Conference.

Applications may be submitted through the mail or via email to the TxCRLA President.

Current TxCRLA officers are ineligible for these awards.

Send applications to:

Sharon Haigler,
TxCRLA President
118 Hotard Hall
TAMU 4230
Texas A&M University
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77843-4230



TxCRLA Officers

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TxCRLA Treasurer's Report January 22, 2009 - June 18, 2009

Submitted by Richard Treviño, Jr.
June 19, 2008

Beginning Balance			3,641.19
		Deposit: Description	
	2/2/2009	Membership Dues	30.00
	2/18/2009	TADE Reimbursement	247.80
	1/19/2009	CASP 2008 Proceeds	11498.06
	3/16/2009	Membership Dues	80.00
	5/7/2009	CASP 2008 Proceeds: Final	67.00
		Total Income	11,922.86
		Expense: Description	
	1471 1/26/2009	CASP Expenses San Antonio	492.71
	1472 1/30/2009	CASP Expenses San Antonio	307.83
	1473 1/30/2009	CASP Expenses San Antonio	348.20
	1474 2/2/2009	CASP Expenses San Antonio	351.81
	1475 2/6/2009	CASP Expenses San Antonio	317.39
	1476	VOID	
	1477 2/9/2009	CASP Expenses San Antonio	348.85
	1/30/2009	Check Enclosure Fee	5.00
	1/30/2009	Monthly Maintenance Fee	16.00
	2/27/2009	Monthly Maintenance Fee	16.00
	1478 3/2/2009	CASP Expenses San Antonio	314.54
	3/31/2009	Check Enclosure Fee	5.00
		Total Expenses	2,523.33
Balance to Date			13,040.72

Texas College Reading and Learning Association Membership Report

Submitted Linda Callen, Membership Coordinator

	Region Name	Number of Institutions	Region CB Number	Number of TxCRLA Members	Number of TxCRLA Members	Number of TxCRLA Members
			2008 January	2008 July	2009 January	2009 July
1	High Plains	9	6	6	3	3
2	Northwest Texas	10	1	1	5	5
3	Metroplex	36	19	19	23	23
4	Upper East Texas	18	12	12	10	10
5	Southeast Texas	6	9	9	2	2
6	Gulf Coast	29	103	103	28	33
7	Central Texas	17	31	33	34	37
8	South Texas	27	37	39	67	76
9	West Texas	6	9	9	8	9
10	Upper Rio Grande	3	8	8	13	13
	Other		1	2	5	5
	TOTAL	161	237	241	198	216

Muchisimas Gracias!

Friends and Colleagues,

I am still trying to process the honor bestowed on my with the professional development award named for me. I was stunned when it was announced, and I am still having difficulty internalizing the significance of that award.

One cannot achieve the esteem this represents without a great deal of help and support throughout the years, so I humbly thank each of you who has touched my life both professionally and personally, and I most especially thank Kathy Stein and her Executive Board Members for selecting me for this.

It pleases me greatly to know that my colleagues and new professionals will be receiving this assistance for many years to come. My sincere wish is that it never go un-awarded.

Gladys R. Shaw, Director
 Student Support Services Director
 U.T. El Paso

TADE Officers

President

Dr. Laura Villarreal

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TADE Treasurer's Report February 21– August 15, 2009

Beginning Balance					\$ 9,317.69
Income:					
NADE Grant	2/27/09			\$ 500.00	
CASP 08 Membership	3/02/09			1,950.00	
CASP 08 Seed Money	3/02/09			2,500.00	
CASP 08 Returns	3/02/09			7,048.06	
Membership	2/25-7/07/09			290.00	
CASP 08 Returns	7/21/09			67.00	
Expenses:					
Ck #					
1360	03/30/09	Travel	NADE Conference	\$ 972.27	
1361	03/30/09	Travel	CASP Jan Board Mtg.	249.64	
1362	06/04/09	Gladys Shaw,CPA	Accounting Svcs.	100.00	
1363	06/11/09	CASP 2009	Seed Money	2,500.00	
1364	06/19/09	Travel	CASP Jun Board Mtg.	512.68	
1365	06/19/09	Travel	CASP Jun Board Mtg	442.00	
1366	06/19/09	Travel	CASP Jun Board Mtg	368.34	
	06/25/09	Reverse Ck. # 1366		- 368.34	
1367	06/30/09	Travel	CASP Jun Board Mtg	368.34	
1368	06/30/09	Travel	CASP Jun Board Mtg	355.84	
1369	07/09/09	Travel	CASP Jun Board Mtg	315.70	
1370	07/11/09	Travel	CASP Jun Board Mtg	182.94	
Total Expenses:					5,999.41
Balance to Date					\$15,673.34

Respectfully submitted,
Glenda Solomon, Treasurer

Texas Association for Developmental Education

Membership Report—Submitted by Denise Lujan, Membership Coordinator

Thanks to ALL of you!

From January 2009 to August 31, 2009 TADE has gained 40 new members. We look forward to the many more that will join us at CASP in October.

TADE membership offers

many benefits: the CASP newsletter, updated information on TSI changes, the support of a political liaison officer who is constantly monitoring legislative efforts concerning TSI, membership in an organization of instructors and administrators, like you who face your

common problems, a sponsored annual conference on developmental issues, and a strong state organization to support our national parent organization NADE, which maintains and formulates initiatives and policy concerning developmental education

problems.

TADE membership will keep you on our mailing lists for "Call for Proposals," "Call to Conference," the CASP newsletter and for updated information on political changes.

TADE is in the process of applying for 'Exempt Status' with the Internal Revenue Service. This will enable our organization to have the appropriate non-profit designation. To accomplish this, we are required to have the following article within our constitution:

Article X Conflict of Interest

'No TADE funds may be used to compensate TADE members, their family members or organizations in which they or their family members have a financial interest.'

According to Article VII of the TADE Constitution, our membership will have the opportunity to vote on adding this amendment to the constitution at our business meeting to be held during the CASP 2009 conference."

Please see our constitution at the TADE website, <http://www.tade.org>

Glenda Solomon,
TADE Treasurer

LOOKING FORWARD....

The coming months and year hold great opportunities for academic support professionals desiring to enhance their expertise in their various fields. Several organizations are presently planning a slate of programs designed to provide an avenue for these professionals to learn the latest in best practices, to share professional experiences with others, to dialogue with peers, to learn the latest legislative issues, and to connect with vendors for learning of the most recent educational materials.

2009 NCLCA Institute – “Mountaintop Experiences in Learning Assistance: What Are They and How Do We Reach Them?” – October 1&2, 2009 – Denver, Colorado www.nclca.org/institute.htm

CASP 2009 – “A Towering Passion for Teaching and Learning” – October 21-23, 2009 – San Antonio, Texas txcrla.org/ or www.tade.org/

CRLA 2009 – “Foundations for Success in Times of Change” – October 28-31, 2009 – Richmond, Virginia crla.net/conference/index.htm

TCCTA 63rd Annual Convention – March 4-6, 2009 – Houston, Texas www.tccta.org/events/index.html

NADE 34th Annual Conference – “Discovering Success” – March 10-13, 2010 – Columbus, Ohio www.oade.org/nade2010/intro.htm

In addition to these conferences, be watching for more information on **CASP 2010** in El Paso, Texas. Plans are already in full swing for this great conference.

Attending these conferences encourages professional growth while augmenting repertoires of strategies to help students succeed. We have a responsibility to deliver the best possible product to our students, and there is a wealth of information just waiting for us.

Hoping to see you at one or more conferences –

Sharon Haigler, President
TxCRLA

Laura Villarreal, President
TADE

National News

College Reading and Learning Association

Richmond, Virginia, is the site for the 43rd Annual CRLA Conference, "Foundations for Success in Times of Change," and plans are coming together for a fantastic conference. The venue is the Richmond Marriott Hotel, and the conference dates are October 28-31, 2009. Dr. Karon Mathews, Conference Chair and President-Elect says, "As we explore *Foundations for Success in Times of Change* in historic Richmond where so much of our country's foundation was established, I hope your conference experience will build stronger foundations for your success and that of your students. For more information about the conference please visit CRLA's web site:

www.crla.net.

Dr. Karon Mathews, Texas A&M University, will take the reigns as the 2009-2010



CRLA President at the CRLA Conference in Richmond,

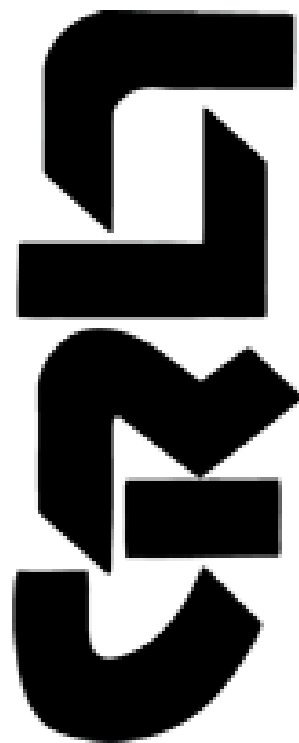
Virginia. Dr. Mathews' previous work in college and university academic support programs has included serving in various official capacities for both TxCRLA and CRLA, including serving as the TxCRLA president for 2006-2007.

Other new CRLA positions: **Linda Russell** will serve as the CRLA Secretary. She has been serving as the editor of *NewsNotes*, the official newsletter for CRLA. She is presently academic development instructor at Minneapolis Community & Technical College.

Lindley Workman Alyea has been named the new editor of *NewsNotes*, a three-year appointment. She is presently the Assistant Director of the Student Learning Assistance Center at Texas State University. Ms. Alyea states, "The CRLA Board has been so gracious in welcoming me into their fold. My initial goal is simply to be as supportive as possible to the Board as a whole and continue the excellent work of Linda Russell as she transitions into her new role as Secretary."

Linda Callen, Texas A&M University, will begin serving a three-year term as the CRLA Conference registrar. Ms. Callen comes with much experience, having served in this and related capacities for the annual CASP conference. All will begin serving on October 31.

Join or Renew CRLA Membership: Application forms are available online at www.crla.net. (Remember: membership in CRLA no longer results in an automatic membership in TxCRLA.)



National News—CRLA Officers



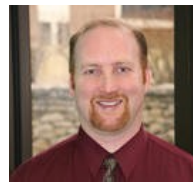
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National News—NADE Officers



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The Texas Association for Developmental Education can be proud of its nearly thirty-year history of commitment to Developmental Education and involvement in NADE. You hosted successful NADE conferences in 1992 and 2003 in San Antonio and Austin, and we hope to return to Texas for NADE 2014. We hope you will work with us to bring that conference to fruition.

TADE has produced many valuable NADE officers. I am proud to have worked directly with several of these fine leaders from Texas – Rosemary Karr, NADE 2008-09 President, mentor, and current Emeritus Cabinet Chair; Betty Black, current NADE Secretary; Don Garnett, former NADE President; Santiago Silva, former NADE Secretary; and Gladys Shaw, former NADE Treasurer and current Certification Council Budget Coordinator. Each has contributed immensely to NADE!

Gladys, the rest of the Certification Council, and I had the privilege of attending the Technology Institute for Developmental Educators (TIDE) this summer at Texas State University. Under the tutelage of Dave Caverly, Russ Hodges, and their techno-savvy crew, we learned about wikis, blogs, Second Life, audio and video podcasts, web pages, and much more. We definitely increased our awareness of technological applications to Developmental Education. We encourage you to participate in this valuable professional development experience. Both NADE and CRLA offer scholarships to help defray expenses.

Council members and I spent additional time in Texas when we presented an overview of the certification process for Tamara Clunis and representatives from the Texas Higher Education Coordinating Board. We engaged in fruitful discussions and look forward to future collaborations. We are pleased to know that the Developmental Education Program Survey is underway, and we anticipate valuable data emerging to help Texas meet student needs.

We applaud the efforts of several Texas institutions to attend NADE Certification Institutes and engage in self study and evaluation of their programs. Self study assists faculty, staff, and administrators to gather and analyze data that lead to action plans intended to improve services and student learning outcomes. Certification Institutes will be offered at CASP, CRLA, and NADE this year. If your program seeks to understand itself better and develop action plans for improvement of services to students and student learning outcomes, we hope you will participate in one of these institutes.

We encourage you to attend NADE 2010 as we recognize ten years of NADE certification. Over these past ten years, several Texas programs have been certified, and we anticipate that additional Texas programs will soon join their ranks. We hope you will join us March 10-13, 2010, in Columbus, Ohio, to celebrate these accomplishments and share professional networking opportunities. NADE 2010 will feature keynoters Lilly Calderon-Cavanaugh, Richard Lavoie, and Byron McClenney.

You know how important professional development is in education, especially for adjuncts who often have difficulty finding funding to attend conferences. The NADE Executive Board recently approved a new scholarship designed to provide a NADE conference fee waiver for adjunct instructors. Details are on the website, www.nade.net. The application process involves

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of the NADE Adjunct Scholarship will be posted on the NADE website, www.nade.net. The application process involves provision of two letters of support from supervisors or colleagues and a one-two paragraph explanation of how the information gathered from the conference may be shared with colleagues.

The NADE Board and I wish you well on your upcoming CASP conference. Your own Betty Black will be on hand to install new officers. With your rich tradition of service to NADE, we expect a great conference and the development of many future leaders. Congratulations on your towering passion for excellence!

Karen Patty-Graham, Ed. D.
NADE President

(Learning Frameworks, continued from page 4)**Support for the Course**

The Learning Frameworks course has received overwhelming support. In terms of monetary support, the funds come from general instructional accounts. Part of the TEP is funded through the Achieving the Dream Initiative. Funds from this program are used to sustain an eight-week training program in which information about the TEP, including the course, is shared with faculty and staff.

In terms of moral support, we are fortunate to have a community that has openly embraced this program. The TEP has a strong partnership with the Student Services Department. This partnership involves regular meetings between the departments to discuss enrollment criteria, data updates, challenges and successes, as well as ideas on how to promote the course. In addition, Student Services is responsible for the development and presentation of a career module that is part of the course curriculum.

Another area of support comes from our Institutional Research (IR) Office. At the inception of this program, our IR office consisted of a highly-qualified, but overworked, single employee. The partnership between the TEP program and the IR office has been crucial to the success of this program.

Finally, this course has received a great deal of support from faculty, staff, our college president, and the Board of Regents. Faculty and staff who participate in TEP training are both informed and supportive of the course. Our college president makes regular comments about the course to the various stakeholders of the college. Finally, the Board of Regents receives monthly updates about the course and they are supportive of continuing this course.

Challenges

While the course has been well-received, the journey has not been without challenges. This course requires a large volume of data to be collected and analyzed on a regular basis. With a one-person IR office, this posed a considerable burden. This challenge, however, was addressed by hiring an additional full-time data analyst to support our data-related initiatives.

We have faced difficulties with developing and refining enrollment criteria. Initially, the decision was made to require the course for those students with the most developmental needs. Unfortunately, this is not in line with the advice of researchers in this area (e.g., Gardner & Barefoot). If a college only focuses on the most challenged students, it is often difficult to see measurable changes. In addition, relying on previous enrollment data to determine future enrollment patterns has not always resulted in accurate predictions.

Finally, the college has a desire to require the course of all incoming students. While our data to date is supportive of this change, our economic situation is not.

Successes

In spite of these challenges, the program at Brazosport College has been quite successful. These successes are documented from past Learning Frameworks students, evaluation data, policy changes, and established partnerships with area high schools.

Previously enrolled students have been quite favorable regarding the course. One student, Kathy Eckert, remarked, "I knew I wanted to go into the nuclear

field, but I wasn't sure I would be accepted into the program at my age. This course gave me the courage to fight for my dream. I've never felt so at home. The Learning Frameworks class was the best thing that happened to me." Quality ratings across all course offerings indicate that over 90% of the students rated the course as "above average" or "outstanding."

As described above, a variety of data has been used to evaluate the effectiveness of this course. Preliminary data indicates that, compared to non-developmental students, successful PSYC 1300 students evidence gains in Fall-to-Spring (88.7% vs. 74.2%) and Fall-to-Fall persistence (85.6% vs. 49.9%) as well as successful completion of College Algebra (42.9% vs. 37.5%) and Composition and Rhetoric (78.4% vs. 67.6%). In addition, compared to other transitional students, successful PSYC 1300 students are less likely to withdraw from Composition and Rhetoric (11.0% vs. 16.2%).

In addition to the above, success has been evidenced in some of the policy changes to date. For example, several campus divisions either require Learning Frameworks as part of their degree programs or strongly recommend the course as a course elective.

Finally, there has been much interest in expanding the course to area high-school students. During the summer of 2008, one section of Learning Frameworks was offered to Angleton High School. During Summer 2009, the course was offered to both Angleton High School and Brazosport High School.

(Continued on next page)

(Learning Frameworks, Continued from page 16)

Recommendations

There are several recommendations that can be made to partner institutions regarding the implementation of a course like Learning Frameworks.

- First, utilize the volumes of resources available to support the implementation of this type of course. These resources include information from the National Resource Center for the First-Year Experience and Students in Transition, National Association of Developmental Education, and publications from Achieving the Dream. It is never easy to design and implement a new intervention. However, with resources such as the ones named above, there is little reason to feel unsupported.
- Second, take a serious look at one's institutional data before implementing such a course. What are the characteristics of your students? Where are their strengths and weaknesses? What do students report about their needs? What do faculty report? Such questions should be answered before designing a student success course.
- Third, a solid evaluation model should be developed early on. What outcomes are expected with this intervention? How will these outcomes be measured? Are these outcomes achievable and realistic within the larger goals of the institution?
- Fourth, it is important to clearly define how this type of course fits with other academic coursework. Who has ownership of this course? Is the course college-level or developmental? Who should teach the course? Is there a specific discipline which will be used as the foundation to teach the course? Do all stakeholders buy into this choice? Is it supported by sound educational research?

Finally, partners should not be afraid to change what is not working. All feedback is good. We have made significant changes to improve our own curriculum and are not afraid to make more!

Book Review

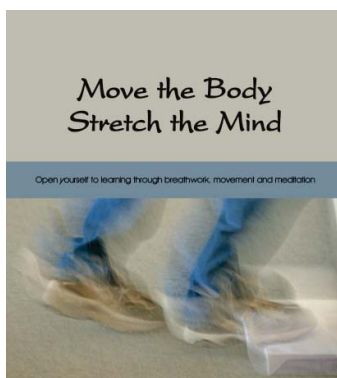
Move the Body Stretch the Mind

*Open yourself to learning through
breathwork, movement and medi-
tation*

*By Judy Murphy. Windsound
Learning Society.*

Move the Body Stretch the Mind invites adult learners and teachers to prepare our whole self—mind, body, spirit and emotions—for learning. Drawing on her experience as an adult educator, yoga teacher, and lifelong learner, the author explains how the mind and body interact to support—or get in the way of—learning. She provides step-by-step instructions for breathing, movement and

meditation activities to help us ground, release tension, energize, and focus. The activities in the book can be done on our own or with a group, at our desks or during a break, in class, at work or at home. Developed with adults in literacy and community learning groups, the activities require no prior experience or special equipment, and can be done standing or sitting.



Kellogg Institute *by Sharon Miller*

Imagine spending four weeks amidst the cool green mountains of North Carolina next summer at the Kellogg Institute. Along with forty-four other developmental educators, you will enjoy the benefits of outstanding, highly engaging and interactive faculty presentations from the National Center for Developmental Education. However, the learning does not stop with the class day. You'll share teaching tips and program ideas, best practices, and innovations with your fellow institute participants as well as take part in a variety of fun activities in the lush Smokey Mountains of the Boone, NC region.

If you have at least one year's

experience in developmental education or a learning assistance program, you are eligible to apply for the Kellogg Institute, a four-week summer residence program that is the longest-running advanced professional development experience for developmental educators in the country. The program consists of two parts: the intensive four-week residence, and a supervised, year-long practicum project following the residency that takes place on your home campus. The catalog describes the residence program as "four seminars on such topics as Assessment and Placement, Designing Learning Environments, Leadership and Academic Support Services Relating to Devel-

opmental Education, Outcomes Assessment and Program Evaluation. Each seminar is led by one or more recognized experts in the content area and is designed to meet the needs of the practicing developmental educator and learning assistance specialists."

Kelloggers can choose to attend or earn graduate credit hours, which can be applied to a Master's, Developmental Education Specialist, or doctoral degree. Kellogg does not end on the last Friday of July; relationships and collaborations continue, and many resources are available to "Kelloggers" as faculty share the latest information in the

field and support one another in a wonderful network of people who are passionate about student success, outstanding programming, and lifetime learning.

Give yourself a great gift of the Kellogg Institute in summer, 2010. Plan now to seek institutional support, state and federal grants, professional association grants, Achieving the Dream professional development monies, and other resources. For more information, check the website at:

<http://www.ncde.appstate.edu/kellogg.htm> .

A Memorial Paen

Renee Jeanette Berta passed away on August 30, 2009. She was born January 23, 1951, in Pueblo, Colorado, to Evelyn Le Fevre and Alexander Berta. Renee was an accomplished poet and worked for many years as Coordinator of the Writing Room in the internationally known Tutoring and Learning Center at U.T. El Paso.

When one speaks of Renee Berta, the immediate descriptive associations one hears back are loving, courageous, empathetic, confidante, fun-loving, tenacious, sweet-spirited, always there, always caring, knowledgeable, student oriented, friend, compassionate, activist for human rights, role model, educator, a warm shoulder of support, indomitable, peacemaker, always sharing, accessible, brilliant, funny, committed to students, imaginative, creative, and curious.

Such tributes speak to the fully engaged, vivacious and giving spirit that personified Renee despite the painful existence imposed on her by crippling arthritis. These tributes are from those of us who were fortunate to work closely with her and call her "friend" during the many years she worked with us and with students at U.T. El Paso. Renee's struggles worsened in the past few years and finally ceased on Sunday, August 30, 2009. She will never again rise at 4:00 AM and spend the five hours it required for her to get ready and go to work, always arriving with a smile and cheerful disposition I must add.

Renee's contributions to our field and to our Texas organizations took place predominantly in the 1980's and 1990's. Her arthritis made it difficult for her to attend CASP, but she was always a committed proponent of the work of TADE and TxCRLA. We can no longer share a joke with Renee or seek her sage counsel, but she has left a bountiful legacy of wonderful memories and examples. Someone once said that life is not fair; it is just the way it is, and it is the way one copes with it that makes the difference. What a difference this exceptional lady made! Our lives, those of our students, and our profession will be less rich in her absence.

Renee wrote in a poem, *Maria Anna Mozart, 1790*, included in her Master's Thesis, *Sunflowers at Midnight, 1988*:

"...She holds the music inside her the way a seashell wraps itself around the murmur of its ocean home." So did Renee.

Godspeed, Renee!

On behalf of Renee's many, many friends and colleagues in the Profession of Education and at U. T. El Paso,

By Gladys R. Shaw, Director
Student Support Services Program
U. T. El Paso

(The family welcomes donations to the Pulmonary Fibrosis Foundation, 1332 N. Halsted St., Ste 201, Chicago, IL 60642 or to the Arthritis Foundation, 124 Alvarado S. East, Albuquerque, NM 87108 in memory of Renee.)

Book Review

Moving Research About Addressing the Impacts of Violence on Learning into Practice

By Evelyn Battell, Shayna Hornstein, Jenny Horsman, Christianna Jones, Judy Murphy, Ningwakwe/E. Priscilla George, Kate Nonesuch, Mary Norton, Nadine Sookermany, Sheila Stewart and Heather Ward.

Research has helped us to understand the impacts of violence on learning and to identify ways to address them. How can we move this research more widely into literacy practice?

This question was a starting point for research by eleven practitioners from across Canada. In *Moving Research About Addressing the Impacts of Violence on Learning Into Practice*, the authors describe their research and share what they

learned. Topics include: No easy answers; Moving research about violence and learning into practice; What do participants in my workshops really learn?: A personal exploration of more effective ways to design and facilitate workshops and courses; Stories that breathe: Practitioners' stories opening windows and doors on learning and violence; Balancing: the impact of residential school on second and third generations; The unfinished collage: Examining the impact

of violence on the lives of literacy learners and their children; and many others.

Moving research will be of interest to literacy and adult education practitioners who want to extend their understanding about addressing impacts of violence on learning. It also offers examples of research in practice approaches, including the use of arts-based methods for data collection, analysis and reporting.

Professional Opportunity

Executive Director, Development Education

Metropolitan Campus, Cleveland, OH

REPORTS TO: Vice President

RESPONSIBILITIES: The Executive Director for Developmental Education, will be working directly with faculty and the Associate Deans responsible for Math and English disciplines, provides leadership to ensure the accomplishment of the College's goal to improve the performance of students in Developmental Education.

REQUIRED QUALIFICATIONS:

1. Master's in Developmental Education, Higher Education Administration, Education, or related area
2. Five years of progressively responsible administrative experience administering developmental education or similar programs in an educational setting
3. Demonstrated success in working with faculty teams to develop and implement successful strategies around Developmental Education
4. Demonstrated ability to work collaboratively and build consensus among various groups of counterparts
5. Evidence of successful teaching and curriculum development experience
6. Demonstrated knowledge of the current state of the Developmental Education field
7. Demonstrated expertise in cognitive psychology and learning theory
8. Demonstrated knowledge of the particular educational needs of developmental students in an urban setting
9. Experience with the use of technology in support of student learning
10. Sensitivity to respond appropriately to the needs of a diverse population

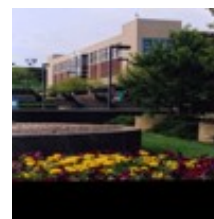
PREFERRED REQUIREMENTS:

1. Experience working in a multi-campus environment
2. Experience in successfully negotiating across divisions within a college or organization
3. Demonstrated ability to secure external funding
4. Strong presentation skills

POSITION STATUS: This is a full time, administrator, exempt, annual contract position, salary grade 15.

APPLICATION PROCEDURE: Visit our website at www.tri-c.edu/employment to view a complete job posting and benefits, select "Jobs and Careers @ Tri-C" then select [Search for Employment Opportunities](#) for more information regarding this position. For consideration apply online.

Cuyahoga Community College is committed to attaining academic excellence through the recruitment and retention of a diverse workforce. EOE



For the electronic CASP conference registration form, click here: <http://www.tade.org/> or <http://txcrla.org/>

CASP Newsletter Editor

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TADE: www.tade.org

CRLA: www.CRLA.net

NADE: www.NADE.net

Texas Higher Education
Coordinating Board:
www.THECB.State.Tx.US

College Academic Support Programs

TxCRLA
Texas College Reading
& Learning Association



TADE
Texas Association for
Developmental Education