

Fall 2013

BRINGING TOGETHER NEWS AND IDEAS  
FOR THE CALIFORNIA CHAPTER OF CRLA

# CALIFORNIA CONNEXION

## Serving California's Veteran Student Population

Congratulations to CSU Chico for being named a veteran-friendly school by U.S. Veterans Magazine in its 2013 Best-of-the-Best survey. The magazine polls companies, schools, agencies, and educational institutions to determine who provides opportunities for veterans for jobs and assistance services. "CSU, Chico offers a number of services and resources to assist veterans in achieving their educational goals. The Office of Veterans Affairs is a resource for admissions, financial aid and benefits, and academic advising. The

Student Veteran Center on campus offers a unique space for veterans to connect, study and relax." <http://www.csuchico.edu/news/current-news/8-19-13-top-veteran-friendly-school.shtml>

California is experiencing an increasing influx of veteran students into our community college and university systems. These students have unique needs. As educators, we need to learn how to help address issues of assimilating back into civilian life as well as understanding the demands of dealing with PTSD, brain injuries, and other health conditions. Veterans need a safe

haven on campus where they can experience the camaraderie they had in military life as well as get the academic support for meeting their educational goals. More importantly, they need professors, counselors and staff who are willing to be supportive and to learn how best to serve these students.

Veteran's Resource Centers on California Community Colleges is striving to find better ways to serve this growing population. For more information: <http://californiacommunitycolleges.cccco.edu/ProgramstoWatch/MoreProgramstoWatch/VeteransResourceCenters.aspx>

For updates & news about the Veteran's programs at the CSU, visit: <http://www.calstate.edu/veterans/news/>



According to the Current Population Survey of Households (CPS), there were 2.2 million veterans in California in 2010.

Learning to  
Better Serve  
Those ★  
Who Have  
Served

## CA Chapter Spring Meeting featuring Adjunct Presentations at Mt. SAC's Parachutes & Ladder's Conference

Four adjunct faculty presented their innovative teaching strategies and learning experiences at Mt. San Antonio College's Parachutes & Ladder's Developmental Education conference. Their enthusiasm and love for teaching was contagious.

Rachel Coleman, Kathy Jew, and Ryan Shiroma presented "Utilizing Supplemental Instruction" at the conference. They shared their experiences as English and Math instructors in Fullerton College's basic skills SI Program. The adjunct faculty at Fullerton College are hand selected to teach in the program. The faculty shared the value of this opportunity for staff development, interdisciplinary collaboration, and opportunities for discussion about teaching strategies across disciplines.

The most rewarding part of the SI Program for each faculty member is the mentoring of the student SI Leader. Many of the SI Leaders want to be teachers. "It is a privilege to guide and to direct them and foster their passion for teaching" said Ryan Shiroma.

Jennifer Laflam of American River College and Sacramento City College presented her creative California Proposition Project. Her comprehensive project prepares students to be informed voters and teaches them how to use resources to prepare to vote in elections. The program incorporates critical thinking skills, collaborative learning and reading strategies.

These four adjunct instructors all received \$250.00 stipends for the conference from the California Chapter of CRLA. The chapter's goal was to promote adjunct faculty's participation in professional conferences. "Adjunct faculty provide a significant service to community and technical colleges. They should be recognized and valued as professional colleagues working in collaboration with full-time faculty and administrators to achieve the teaching mission of America's community colleges." (Desna L. Wallin). As a chapter, we want to continue to find ways to promote, to support and to mentor our adjunct faculty.




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"Adjunct faculty play an important role, yet are often considered peripheral to college life, marginalized, isolated, and seldom provided professional development opportunities available to full-time faculty."

Laurel S Messina, "Examining An Adjunct Faculty Professional Development Program Model for a Community College" (January 1, 2011). *Dissertation & Theses Collection*. Paper AAI3461092. <http://scholarsarchive.jwu.edu/dissertations/AAI3461092>

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From Left: Kathy Jew, Ryan Shiroma, Jennifer Laflam and Rachel Coleman

## California Chapter of CRLA is calling for nominations for officers for the position of: President-Elect

- acts as chairperson and presiding officer of the Board of Directors and at every meeting of the membership
- reports to/communicates with the national Board through the Coordinator of State/Region/Chapter Leaders
- attends the Leadership workshop at the national conference
- updates the State/Regional Director's Handbook and hands it on to the next president
- submits an annual report to the national Board
- contributes to the national newsletter
- facilitates communication among the Board members and membership

*It's not too late to go to Boston!!  
Last day to register for the Conference is October 25th.  
Registration postmarked after the 25th will be handled on site.*

**We're on the web:**  
<https://cacrla.wikispaces.com/>



### On to Boston : Follow us on Twitter!

Twitter is a fun way to continue the conversation at the conference. Often after sessions, we are on to the next one. We don't find time to share ideas. Or later, sometimes over drinks, we think of something we want to discuss with others. Follow Mary Bogan @MSBoganReads or Angela Henderson @readangel37 to continue the conversation.

For conference chat, use the #crla13 and @CRLApd to contribute and to view the conversations.

Can't join us in Boston? Don't feel left out! Join the conversation on Twitter!

Also: **CRLA Twitter Tuesdays go on year round.** Join us for weekly Twitter chats on Tuesdays from 12:00 to 1:00 p.m. CST

California Chapter Meeting  
is  
Thursday, November 7th  
11:30 a.m. to 12:30 p.m.

Please join us!!

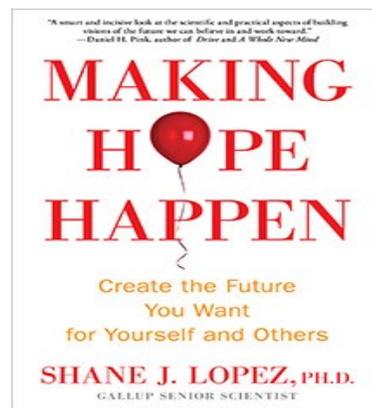




Do your students have dreams and goals for their future? Do you? Join me at the 2013 CRLA conference to discuss HOPE – What is it? How can you get it? How can you share it with your students? In his book Dr. Lopez distinguishes between wishing or optimism and hoping for the future. He describes four core beliefs shared by hopeful people:

- The future will be better than today.
- I have the power to make it so.
- There are many paths to my goal.

To find out more, join Arden B. Hamer for a discussion of Dr. Lopez' life-changing ideas. Dr. Lopez is also the keynote speaker Saturday



## Planning Accelerated Curriculum in Reading by Stephanie Piazza, Fullerton College

Even though Reading, as a discipline, is not included in the California Acceleration Project, my colleagues and I at Fullerton College feel that an accelerated reading class has the potential to be a tremendous benefit to developmental students. We formed a committee to design an accelerated reading course with one critical question: What are the essential reading and thinking skills and strategies that transfer-level college students must possess to be successful? This led us to a vigorous and exciting discussion that revealed our individual strengths as instructors. Generating a list of possible Student Learning Outcomes (SLOs) for the course forced us to revisit the core skills we wanted to see in our students.

One unique outcome of our accelerated planning process was determining the overall approach to the course. Instead of addressing course content with a thematic approach, as we have seen in some accelerated English classes, we intend to utilize the concept of “Intertextuality” as discussed by Sonya L. Armstrong and Mary Newman in the *Journal of College Reading and Learning* (Spring 2011). We will not assign a traditional textbook; rather, students will read 2 full-length “core texts” (one fiction, one non-fiction). We will use events that occur in these texts as inspiration for supplemental reading selections. Our goal is to build background knowledge about events in the core texts by using college-level supplemental readings i.e., speeches, textbook chapters, editorials, videos, and/or songs. Through this approach, students will have a more comprehensive understanding of the core texts and develop stronger cultural literacy. We look forward to piloting this class and hopefully discovering that we can help students achieve all of this at an accelerated pace.

The process of developing the course has been very rewarding, providing much time for thoughtful reflection and collaboration with colleagues. I am grateful for the opportunity to brainstorm with my peers, as I am inspired by their rich and varying ideas regarding curriculum and pedagogy.