

Professional Associations and Organizations

The following professional associations and organizations are related directly and indirectly to peer learning programs. The Center for Supplemental Instruction provides the most materials and services for those interested in starting and developing their SI programs. More specific information about the services provided by these groups are provided elsewhere on this web site.

- **Association for the Tutoring Profession (ATP,** <http://www.jsu.edu/depart/edprof/atp/>) ATP was founded in 2003 as a professional association which seeks to bring together all those with an interest in tutoring. The members aim to promote tutoring; represent the members in areas of policy; and facilitate collaboration between practitioners, researchers, and policy makers. ATP sponsors annual conferences, online workshops, the online journal *Synergy*, and other services for its members. ATP offers a program to allow professionals to become Certified Tutor Trainer or a Master Tutor Trainer.
- **Center for Supplemental Instruction** (<http://www.umkc.edu/cad/si/>) The Center serves as the international resource for Supplemental Instruction and Video-based Supplemental Instruction programs world-wide. The Center's resources for those interested in SI and other peer learning programs includes conferences, workshops, newsletter, listserv discussion group, materials, and consulting services.
- **College Reading and Learning Association (CRLA,** <http://crla.net>). CRLA was founded in 1966 to serve student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college/adult level. CRLA is diverse in membership. It'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 publishes the *Journal of College Reading and Learning*, national newsletter, and reports. It hosts national and regional conferences, supports a national network of affiliated chapter associations, and provides other services for its members.
- **Commission for Academic Support in Higher Education of the Association for College Personnel Association (CASHE,** <http://www.myacpa.org/comm/academic/index.cfm>). CASHE, formed in 1977 through the American College Personnel Association (ACPA), has encouraged academic success by inspiring partnerships for learning across academic and student affairs. It serves as a network for those interested in enhancing student academic support services and to inform the larger community regarding issues and trends impacting academic success.
- **Council on Opportunity in Education (COE,** <http://www.trioprogams.org/>).

COE, originally named the National Council of Educational Opportunity Associations, was created in 1978 to advocate for the federal TRIO programs and provide professional development for its members. It has an office in Washington, D.C. with a full-time staff and regional network of affiliated associations. COE hosts regional and national conferences, publishes a newsletter, issues reports, sponsors a research center, and provides other services to its members and to the field.

- **International Association for the Study of Cooperation in Education** (<http://www.iasce.net>) IASCE, established in 1979, is the only international, non-profit organization for educators who research and practice cooperative learning in order to promote student academic improvement and democratic, social processes. IASCE supports those who are interested in the study of cooperation in education by providing a forum in which to share research and lessons about the practice of cooperative learning. IASCE supports the development and dissemination of research, particularly educator research and inquiry that foster the understanding of cooperative learning.
- **National Association for Developmental Education** (NADE, <http://nade.net>). NADE was founded in 1976 in Chicago as the National Association for Remedial/Developmental Studies in Postsecondary Education (NARDSPE). NADE serves professionals who help students academically succeed throughout the entire educational experience from high school through college and graduate/professional school. *The Journal of Developmental Education* is the official journal of the Association. NADE also publishes the *NADE Digest*, a national newsletter, and other reports. It has an extensive national network of state chapters and sponsors annual conferences at the national and state level. The organization officially renamed itself NADE in 1984 and is the largest of the associations in this field.
- **National College Learning Center Association** (NCLCA, <http://www.nclca.org>) NCLCA was founded in 1985 to promote excellence among learning center personnel. NCLCA defines a learning center as a place where students can be taught to become more efficient and effective learners. Learning Center services may include tutoring, mentoring, Supplemental Instruction, computer aided instruction, success seminars/programs, advising and more. NCLCA hosts national conferences, publishes *The Learning Assistance Review*, and provides other services to its members. NCLCA offers a Learning Center Leadership Certification program.
- **National Tutoring Association** (NTA, <http://ntatutor.org/>). The NTA was founded in 1992 for the purpose of establishing a membership organization for tutoring professionals in colleges, universities, high schools, middle schools, elementary schools, school districts, literacy programs, community programs, grant supported programs, and NCLB/SES providers. The association hosts annual conferences and conducts several certification programs.

- **Peer-led Team Learning Center (PLTL, <http://pltl.org>)** The PLTL model has been tested and successfully implemented in chemistry, biology, physics and mathematics courses at a wide variety of institutions for over 15 years. The national center for PLTL is located at the City University of New York with affiliates across the U.S. The PLTL model is robust and can be adapted to and implemented in a variety of teaching situations. The PLTL model actively engages students in the learning process by having them solve carefully structured problems in small groups under the direction of a trained peer leader. Peer-led workshops are an effective way to engage large numbers of students with course material and each other. Improved performance and retention, development of communication and team skills, higher motivation and course satisfaction, and increased interest in pursuing further study in science and other disciplines are among the benefits of the PLTL approach. PLTL is designed to support college teachers of: physical and biological sciences and mathematics at two and four year colleges and universities, graduate students in the sciences interested in an eventual teaching career, learning specialists and student support services professionals.