



## Book Inventory

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**Please see CASL Administrative Assistant to check out books.**

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

## Assessment and Curriculum

<b>Name of Book:</b>	<i>Assessing for Learning: Building a Sustainable Commitment Across the Institution</i>
<b>Author/Editor:</b>	Peggy L. Maki
<b>APA Citation:</b>	Maki, P.L. (2004). <i>Assessing for learning: Building a sustainable commitment across the institution</i> . Sterling, VA: Stylus Publishing, LLC.
<b>Book Description:</b>	<p>This book offers colleges and universities a framework and tools to design an effective and collaborative assessment process appropriate for their culture and institution. It encapsulates the approach that Peggy Maki has developed and refined through the hundreds of successful workshops she has presented nationally and internationally.</p> <p>Peggy Maki starts with a definition of assessment as a process that enables us to determine the fit between what we expect our students to understand and be able to do, and what they actually demonstrate at points along their educational careers.</p> <p>She then presents a framework—accompanied by extensive examples of processes, strategies, and illustrative campus practices; as well as key resources, guides, worksheets, and exercises—that will assist all stakeholders in the institution to articulate, develop, and sustain assessment of student learning as an integral and systematic core institutional process.</p> <p>This book presents inquiry into student learning as a core process of institutional learning—a way of knowing about our work—to improve educational practices. Becoming learning organizations themselves, higher education institutions deepen understanding of their educational effectiveness by examining the various ways in which students make their learning visible.</p> <p>Here is a process that any campus can adapt and use to engage all its constituencies—institutional leaders, faculty, staff, administrators, students and everyone involved in governance—in constructive dialogue to forge a vision about, and commitment to, a culture of evidence.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions</i>
<b>Author/Editor:</b>	Elizabeth Fuseler Avery
<b>APA Citation:</b>	Avery, E.F. (2003). <i>Assessing student learning outcomes for information literacy instruction in academic institutions</i> . Chicago, IL: American Library Association.
<b>Book Description:</b>	Well done assessment is essential to documenting the effects of information literacy programs and the degree to which they are meeting their objectives. The assessment process can also assist anyone involved in information literacy instruction by getting them actively involved in the process and engaged in classroom activities, by giving them feedback about students' thinking and learning, and by helping them focus on goals and objectives of the course. This book gives librarians the tools needed to create baseline data that will support the merits of information literacy programs in their

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	institutions. Methods and skills that have been used to carry out effective assessment programs are illustrated including deciding what is to be learned from the program, establishing learning outcomes, data analysis, consideration of costs, and involvement of faculty.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Assessment Clear And Simple: A Practical Guide for Institutions, Departments, and General Education</i>
<b>Author/Editor:</b>	Barbara E. Walvoord
<b>APA Citation:</b>	Walvoord, B.E. (2004). <i>Assessment clear And simple: A practical guide for institutions, departments, and general education</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p><i>Assessment Clear and Simple</i> is 'Assessment 101' in a book—a concise, step-by-step guide written for everyone who participates in the assessment process. This practical book helps to make assessment simple, cost-efficient, and useful to the institution, while at the same time meeting the requirements of accreditation agencies, legislatures, review boards, and others. <i>Assessment Clear and Simple</i> explores a variety of topics and shows how to:</p> <ul style="list-style-type: none"> <li>• Build on assessment already in place</li> <li>• Use classroom work and grading process</li> <li>• Get faculty and department on board</li> <li>• Assess hard-to-define goals such as moral and civic development</li> <li>• Develop workable learning goals</li> <li>• Tailor assessment to its purposes</li> <li>• Select sensible assessment measures</li> <li>• Make criteria explicit</li> <li>• Use assessment to improve learning</li> <li>• Establish effective oversight without an assessment bureaucracy</li> <li>• Write an assessment report</li> <li>• Interpret the institution's culture to external audiences</li> </ul> <p><i>Assessment Clear and Simple</i> can help your institution employ assessment as a powerful instrument for improvement and provide a basis for wiser planning, budgeting, and change in curriculum, pedagogy, staffing, programming, and student support.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Assessment Practice in Student Affairs: An Applications Manual</i>
<b>Author/Editor:</b>	John H. Schuh, M. Lee Upcraft and Associates
<b>APA Citation:</b>	Schuh, J.H., & Upcraft, M.L. (2001). <i>Assessment practice in student affairs: An applications manual</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	When <i>Assessment in Student Affairs</i> first appeared in 1996, readers discovered a practical context for viewing the power of assessment across the domain of student services. In this comprehensive manual, John H. Schuh and M. Lee Upcraft continue the conversation begun in their earlier book and provide a full range of practical tools and engaging examples for conducting effective assessments. The authors offer an overview of the assessment process and then detail a range of methodologies, approaches, and issues—explaining how to use them and when to recruit expertise from other campus sources. They draw from the latest practice and include a wealth of case studies.

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<b>Status:</b>	<b>Not Checked Out</b>
<b>Name of Book:</b>	<i>Building a Scholarship of Assessment</i>
<b>Author/Editor:</b>	Trudy W. Banta & Associates
<b>APA Citation:</b>	Banta, T.W. (2002). <i>Building a scholarship of assessment</i> . San Francisco, CA: Jossey Bass.
<b>Book Description:</b>	In this book, leading experts in the field examine the current state of assessment practice and scholarship, explore what the future holds for assessment, and offer guidance to help educators meet these new challenges. The contributors root assessment squarely in several related disciplines to provide an overview of assessment practice and scholarship that will prove useful to both the seasoned educator and those new to assessment practice. Ultimately, <i>Building a Scholarship of Assessment</i> will help convince skeptics who still believe outcomes assessment is a fad and will soon fade away that this is an interdisciplinary area with deep roots and an exciting future.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Classroom Assessment and the National Science Education Standards</i>
<b>Author/Editor:</b>	J. Myron Atkin, Paul Black, and Janet Coffey
<b>APA Citation:</b>	Atkin, J.M., Black, P., & Coffey, J. (Eds.). (2001). <i>Classroom assessment and the national science education standards</i> . Washington, DC: National Academy Press.
<b>Book Description:</b>	<p>The 1996 book <b>National Science Education Standards</b> addressed not only what students should learn about science but also how their learning should be assessed. Essentially we must ask ourselves not only how we know what they know but also how the assessment process can improve learning. This accompanying volume to the <b>Standards</b> focuses on one key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and the students as interacting participants. This sort of insight is clearly invaluable. As students conduct experiments, for example, the teacher will often circulate around the room and ask individuals about their findings, using the feedback to adjust lesson plans and take other actions to boost learning. Assessment of this nature is a ubiquitous part of the classroom life, and it is this kind of real-time first-person perspective that can have a significant impact on both teaching and learning.</p> <p>Focusing on the teacher as the leading player in assessment, this book offers a guiding framework for thinking about ongoing, formative assessment and explores how it can be adapted to the individual classroom. In addition to providing a research base for the importance of understanding and improving types of assessment in the classroom that encourage learning, the document features examples, definitions, illustrative vignettes, and practical suggestions to help teachers and students obtain the greatest benefit from this regular evaluation and adjustment process. To assist teacher educators and others who work closely with prospective and practicing teachers, this text illuminates the potential richness of professional development that has assessment as the cornerstone and offers some features to consider when designing professional-development experiences.</p> <p>The integral role students have in the assessment process—from understanding assessment criteria and assessing their own efforts, to sharing responsibility in taking action in light of feedback—is also discussed. The book offers a broadened notion of assessment beyond conventional testing and grading and discusses how programs and systems can support teachers and students in improving</p>

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	daily classroom assessment.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Classroom Assessment Techniques: A Handbook for College Teachers (2<sup>nd</sup> Edition)</i>
<b>Author/Editor:</b>	Thomas A. Angelo and K. Patricia Cross
<b>APA Citation:</b>	Angelo, T.A., & Cross, K.P. (1993). <i>Classroom assessment techniques: A handbook for college teachers (2<sup>nd</sup> Edition)</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p>How well are college students learning? How effectively are faculty teaching? Teachers themselves are the closest observers of learning as it takes place in their classrooms—and thus have the opportunity to become the most effective assessors and improvers of their own teaching. But in order for teaching to improve, teachers must first be able to discover when they are off course, how far off they are, and how to get back on the right track. In <i>Classroom Assessment Techniques</i>, Thomas A. Angelo and K. Patricia Cross provide a practical handbook to help college faculty—and teachers in other settings—develop a better understanding of the learning process in their own classrooms and assess the impact of their teaching upon it.</p> <p>This revised and greatly expanded edition of their 1988 handbook now includes a self-contained self-assessment device—the Teaching Goals Inventory—for identifying and clarifying instructional goals. And the book offers teachers at all levels of experience detailed, how-to advice on Classroom Assessment—from what it is and how it works to how to plan, implement, and analyze assessment projects. The authors illustrate their approach through numerous case studies and examples that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects.</p> <p>The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting and administering the technique, practical advice on how to analyze the data, pros, cons, caveats, and other useful information. These fifty Classroom Assessment Techniques are cross-indexed so that teachers can easily locate the appropriate techniques for assessing their particular teaching goals in their academic disciplines. Techniques are also indexed for their usefulness in assessing content knowledge, higher-order thinking skills, course-related attitudes and values, students' reactions to the course.</p>
<b># of Copies:</b>	2
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Contexts for Learning: Institutional Strategies for Managing Curricular Change Through Assessment</i>
<b>Author/Editor:</b>	Bruce Keith
<b>APA Citation:</b>	Keith, B. (Ed.). (2004). <i>Contexts for learning: Institutional strategies for managing curricular change through assessment</i> . Stillwater, OK: New Forums Press, Inc.
<b>Book Description:</b>	The purpose of this work is to re-center the conversation on assessment from one focused on assessment-as-evidence to alternative perspectives that emphasize assessment-as-process. Questions and discussions on assessment that surface routinely in various venues must ultimately come back to a focus on process, with a particular focus on an institution's context and culture. One

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	<p>of the great frustrations often encountered by assessment practitioners in higher education is the realization that published models are not easily imported into their own institutional environments. In working with assessment, they learn that their strategy must be tailored to the specific parameters—context and culture—of their own institutions. This realization requires them to design and implement an assessment plan within the established mechanisms (process) employed by their institution to manage change. This suggestion, although intuitively obvious, is a subject often overlooked in conversations about assessment through public dialogues and professional publications.</p> <p>This book is written for several distinct audiences. In bringing together the perspectives of faculty, administrators, and practitioners, the editor tried to balance academic rigor with practical application. Administrators will find value in learning how their counterparts at other institutions have successfully managed the implementation of assessment plans. Faculty, as scholars, will hopefully find that the essays further the professional dialogue on assessment. Faculty, as practitioners, will find value in the utility of the essays as practical suggestions worthy of consideration in their own efforts to manage assessment locally. Finally, students of higher education and organizational behavior will gain insights into the dynamics of higher educational reform through exposure to several new and relevant institutional case studies.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses</i>
<b>Author/Editor:</b>	L. Dee Fink
<b>APA Citation:</b>	Fink, L.D. (2003). <i>Creating significant learning experiences: An integrated approach to designing college courses</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p>Dee Fink poses a fundamental question for all teachers: ‘How can I create courses that will provide significant learning experiences for my students?’ In the process of addressing this question, he urges teachers to shift from a content-centered approach to a learning-centered approach that asks ‘What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?’</p> <p>Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of situations.</p> <p><i>Creating Significant Learning Experiences</i> also offers valuable recommendations on what various organizations in higher education can do to more effectively support better teaching.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Educative Assessment: Designing Assessments to Inform and Improve Student Performance</i>
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<b>Author/Editor:</b>	Grant Wiggins
<b>APA Citation:</b>	Wiggins, G. (1998). <i>Educative assessment: Designing assessments to inform and improve student performance</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p>Tests don't just test, they teach. In this book, Grant Wiggins outlines design standards for performance-based assessments that promise students—no matter their ability—clear and worthy performance targets, useful feedback, coaching, and the opportunity to progress towards excellence. As practical as it is provocative, <i>Educative Assessment</i> furnishes the information needed to design performance-based assessments, craft performance tasks that meet rigorous educational standards, score assessments fairly, and structure and judge student portfolios. It also shows how performance assessment can be used to improve curriculum and instruction, grading, and reporting, as well as teacher accountability.</p> <p>In addition, the book excludes numerous design templates and flowcharts, strategies for design and troubleshooting, and myriad examples of assessment tasks and scoring rubrics that Wiggins has developed and repeatedly refined using feedback from clients in schools, districts, and state departments of education.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Effective Grading: A Tool for Learning and Assessment</i>
<b>Author/Editor:</b>	Barbara E. Walvoord and Virginia Johnson Anderson
<b>APA Citation:</b>	Walvoord, B.E., & Anderson, V.J. (1998). <i>Effective grading: A tool for learning and assessment</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p>The grading process can yield rich information about student learning. <b>Effective Grading</b> enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair, time-efficient, and conducive to learning. Classroom assessment of student learning can then contribute to departmental and general-education assessment in ways that meet the needs of institutions and accrediting agencies.</p> <p>Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation, <b>Effective Grading</b> balances assessment theory and hands on advice. It offers an in-depth examination of the link between teaching and grading, managing time spent on grading, and providing feedback for students.</p> <p>The authors view grading as a complex process that serves multiple roles: evaluation, motivation, communication and organization. Urging faculty to employ grading as a powerful tool for learning and a rich source of information, they present actual classroom examples from faculty in many disciplines as well as sample assessment plans for departments and general-education programs. A case study of an actual college employing the authors' approach demonstrates realistic principles for launching and maintaining an assessment program.</p> <p>As practical as it is informative, <b>Effective Grading</b> also includes lists of resources for faculty on issues such as active learning and large classes. Activities at the end of chapters offer a step-by-step procedure for planning a course where grading contributes positively to learning. These activities may be used for the individual teacher or as the basis for collaborative faculty workshop on grading</p>

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	and assessment.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Mapping Primer: Tools for Reconstructing the College Curriculum</i>
<b>Author/Editor:</b>	Ruth Stiehl and Les Lewchuk
<b>APA Citation:</b>	Stiehl, R., & Lewchuk, L. (2005). <i>The mapping primer: Tools for reconstructing the college curriculum</i> . Corvallis, OR: The Learning Organization
<b>Book Description:</b>	N/A
<b># of Copies:</b>	5
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Online Assessment and Measurement: Case Studies from Higher Education, K-12 and Corporate</i>
<b>Author/Editor:</b>	Scott L. Howell and Mary Hricko
<b>APA Citation:</b>	Howell, S.L., & Hricko, M. (2006). <i>Online assessment and measurement: Case studies from higher education, K-12 and corporate</i> . Hershey, PA: Idea Group Inc.
<b>Book Description:</b>	<b>Online Assessment and Measurement: Case Studies from Higher Education, K-12 and Corporate</b> features a number of case studies detailing online applications and uses of assessment and measurement methodologies, systems, and practices across three broad educational or training areas: elementary and secondary (K-12), higher education and corporate. The pioneers' stories of migrating from old and introducing new assessments to the online environment are challenging, exhilarating and rewarding.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Outcomes Primer: Reconstructing the College Curriculum</i>
<b>Author/Editor:</b>	Ruth Stiehl and Les Lewchuk
<b>APA Citation:</b>	Stiehl, R., & Lewchuk, L. (2002). <i>The outcomes primer: Reconstructing the college curriculum</i> (2 <sup>nd</sup> ed.). Corvallis, OR: The Learning Organization.
<b>Book Description:</b>	N/A
<b># of Copies:</b>	5
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Psychological Testing and Assessment</i> (8 <sup>th</sup> edition)
<b>Author/Editor:</b>	Lewis R. Aiken
<b>APA Citation:</b>	Aiken, L.R. (1994). <i>Psychological testing and assessment</i> (8 <sup>th</sup> edition). Needham Heights, MA: A Division of Simon & Schuster, Inc.
<b>Book Description:</b>	During the past three decades, there has been much criticism of psychological testing and assessment. The use of standardized tests in educational and employment contexts, in particular, has been repeatedly attacked. There have been numerous legal suits and court cases concerned with testing, and in certain states legislation pertaining to test standards and usage has been passed. The

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	<p>effects of these events, however, have been mainly salutary, and psychological testing has continued to flourish. Increased public professional attention to the usefulness and limitations of testing has stimulated a desire for greater care in designing and distributing psychological tests and other assessment instruments. The need for the users of tests to be better trained and have greater awareness of the personal and social consequences of testing has also become increasingly obvious. Psychometricians and other knowledgeable persons are concerned that tests be constructed and used not only with attention to their technical features but also with a sensitivity to the needs and rights of examinees and society as a whole. This outlook is reflected in <i>The Standards for Educational and Psychological Testing</i> (American Educational Research Association et al., 1985), the <i>Code of Fair Testing Practices in Education</i> (Fremer, Diamond, &amp; Camara, 1989), and the <i>Principles for the Validation and Use of Personnel Selection Procedures</i> (Society for Industrial &amp; Organizational Psychology, 1987).</p> <p>Consistent with these concerns and aspirations, the major objective of this book is to improve knowledge, understanding, and practices of those who construct tests, those who take tests, and those who ponder over the meaning and value of test scores. Like previous editions, the current volume is designed primarily as a textbook for college students, but it may also serve as a source of information and procedures for professional psychologists, educators, and others who use tests and test results. The material is appropriate for a one-semester course at the undergraduate or beginning graduate level.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Raising Student Achievement Through Rapid Assessment and Test Reform</i>
<b>Author/Editor:</b>	Stuart S. Yeh
<b>APA Citation:</b>	Yeh, S.S. (2006). <i>Raising student achievement through rapid assessment and test reform</i> . New York, NY: Teachers College Press.
<b>Book Description:</b>	In this book, Stuart Yeh suggests specific changes in test design, implementation, and policy that could greatly improve the benefits and reduce the educational costs of high-stakes accountability policies.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Scoring Rubrics: A compilation of rubrics collected from texts, Web sites, conference presentations, and generous colleagues</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance</i>
<b>Author/Editor:</b>	Judith Arter and Jay McTighe

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<b>APA Citation:</b>	Arter, J., & McTighe, J. (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance</i> . Thousand Oaks, CA: Corwin Press, Inc.
<b>Book Description:</b>	<p>Learn how to be more consistent in judging student performance, and help your students become more effective at assessing their own learning! This book offers a practical approach to assessing challenging but necessary performance tasks, like creative writing, “real world” research projects, and cooperative group activities.</p> <p>Judith Arter and Jay McTighe, experts in the field of assessment, wrote <b>Scoring Rubrics in the Classroom</b> to help you achieve three main goals:</p> <ul style="list-style-type: none"> <li>• Clarify the targets of instruction, especially for hard-to-define problem solving</li> <li>• Provide valid and reliable assessment of student learning</li> <li>• Improve student motivation and achievement by helping students understand the nature of quality for performances and products</li> </ul> <p>Each chapter is framed by an essential question and includes illustrative stories, practical examples, tips and cautions, and a summary of key points and recommended resources for further information. The resources section contains a wealth of rubrics to adopt or adapt.</p> <p>Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Student Learning: A Central Focus for Institutions of Higher Education: A Report of Institutional Practices the Student Learning Initiative</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Uncovering the Curriculum: Whole Language in Elementary and Postsecondary Classrooms</i>
<b>Author/Editor:</b>	Kathleen and James Strickland
<b>APA Citation:</b>	Strickland, Kathleen, and James Strickland (1993). <i>Uncovering the Curriculum: Whole Language in Elementary and Postsecondary Classrooms</i> . Portsmouth, NH: Boynton/Cook
<b>Book Description:</b>	Elementary educators nationwide have embraced the whole language philosophy, while students in secondary schools are often still taught according to traditional methods based on outdated research. Most secondary teachers, although interested in the philosophy, have not been inserviced in whole language and are often led to believe that whole language is an elementary teaching method rather than a philosophy that is applicable to all learners and all teachers. What’s more, little literature exists for the secondary teacher interested in applying whole language principles in the classroom.

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	<p>UN-Covering the Curriculum is intended to fill that gap. The book addresses the question, “What is whole language and how can it be used in the high school and college classroom?” Combining the theoretical with the practical, the authors show how the philosophy is implemented in the classroom as secondary/postsecondary whole language teachers from across the country share with readers their strategies, their stories, and their student’s work. The book is holistic in that it looks at whole language by tying together composition, oral language, reading, writing-across-the-curriculum, evaluation, and political issues.</p> <p>UN-Covering the Curriculum is the first theoretical discussion of whole language philosophy for classrooms beyond the elementary school. It makes clear that whole language is not grade specific, but rather a philosophy that can help teachers at any level formulate a perspective about teaching and learning based on current research. It will be invaluable for both practicing and preservice middle school and high school teachers, as well as college teachers who are interested in the idea of whole languages but are unsure of what it is or how it applies to learners at the college level. The book is also ideal as a text in a methods course or in a course on the elements of instruction.</p>
<b>Status:</b>	<b>Not Checked Out</b>

### Race, Culture, and Diversity

<b>Name of Book:</b>	<i>Advancing in Higher Education: A Portrait of Latina/o College Freshmen At Four-Year Institutions, 1975-2006</i>
<b>Author/Editor:</b>	Sylvia Hurtado, Victor B. Sáenz, José Luis Santos, Nolan L. Cabrera
<b>APA Citation:</b>	Hurtado, S., Sáenz, V.B., Santos, J.L., & Cabrera, N.L. (2008). <i>Advancing in higher education: A portrait of Latina/o college freshmen at four-year institutions, 1975-2006</i> . Los Angeles, CA: Higher Education Research Institute, UCLA.
<b>Book Description:</b>	The portfolio of surveys that constitute the Cooperative Institutional Research Program (CIRP), which began with The Freshman Survey in 1966, has expanded over the years to include Your First College Year, the College Senior Survey, and The Faculty Survey. The CIRP is now the nation’s largest and oldest empirical study of higher education, involving over 1,900 institutions, over 13 million college students, and nearly 400,000 faculty. Numerous studies have been generated on the experiences of underrepresented groups in higher education using CIRP data, including studies of access and equity (Astin, 1982; Astin & Oseguera, 2004), campus racial climates and their effects on students (Hurtado, 1992; Hurtado, Han, Sáenz, & Misa, 2006). The longitudinal studies have served to inform us about underrepresented groups and the educational benefits of diversity in the college environment.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>CONTACTS: Interpersonal Communication in Theory, Practice, and Context</i>
<b>Author/Editor:</b>	Gamble, T. K., & Gamble M. W.

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>APA Citation:</b>	Gamble, T. K., & Gamble M. W. (2005). CONTACTS: Interpersonal Communication in Theory, Practice, and Context. Boston, NY: Houghton Mifflin
<b>Book Description:</b>	<p>How do you perceive yourself? What do you expect from others? How do you evaluate the effectiveness of your daily interactions? Whether it is with friends, family, or co-workers, enacted “up-close and personal” or with technological assistance, interpersonal communication affects the nature and development of all relationships. Contacts: Interpersonal Communication in Theory, Practice, and Context encourages you to explore the central role that interpersonal communication plays in your life. Through case studies, literary excerpts, critical-thinking exercises, and real-world examples, this highly interactive book will help you become a more insightful and effective communicator.</p> <p>Be more successful in your daily interactions by:</p> <ul style="list-style-type: none"> <li>• Understanding the roles that gender and culture play in interpersonal communication</li> <li>• Learning how technology and mass media influence and shape our relationships</li> <li>• Gaining the ability to interact effectively in various contexts, such as in family, work, and health situations</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Bell Curve Wars: Race, Intelligence, and the Future of America</i>
<b>Author/Editor:</b>	Edited by Steven Fraser
<b>APA Citation:</b>	Fraser, Steven. (1995). <i>The Bell Curve Wars: Race, Intelligence, and the Future of America</i> . New York, NY: BasicBooks.
<b>Book Description:</b>	<p><i>The Bell Curve</i> by Richard J. Herrnstein and Charles Murray has generated a firestorm of debate, confirming for some their secret belief in the innate inferiority of certain “races” or ethnic groups, angering many who view the book as an ill-concealed racist manifesto, and worrying untold others who fear the further racial polarization of American society. In <i>The Bell Curve Wars</i>, a group of our country’s most distinguished intellectuals dismantles the alleged scientific foundations and criticizes the alarming public policy conclusions of this incendiary book.</p> <p>Anyone who has wondered about the connection among genes, race, and intelligence, all those anxious about racial antagonisms in our nation, those who question the efficacy of social welfare programs, all those troubled but unconvinced by Herrnstein and Murray’s book, will want to read <i>The Bell Curve Wars</i>.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	The Changing Face of Today’s Customer: Strategies for Attracting and Retaining A Diverse Customer and Employee Base In Your Local Market
<b>Author/Editor:</b>	Doug Lipp
<b>APA Citation:</b>	Lipp, D. (2003). <i>The Changing Face of Today’s Customer</i> . Fair Oaks, CA: Hicketier Publishing International.

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Book Description:</b>	Stop Using Common Sense! Try “Cultural Sense” Instead. At Los Angeles’ University High School, 40 different languages are spoken. This is the bewildering reality of the American marketplace today, and certainly, tomorrow. In <i>The Changing Face of Today’s Customer</i> , author Dough Lipp guides you through the complex cultural landscape of America in the new millennium and creates strategies for attracting diverse customers in your local market, no matter where you’re based. By learning to use “cultural sense,” you will learn how to keep your diverse customers coming back, and understand what “think globally, sell locally” is really about.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>California’s Gold: Claiming the Promise of Diversity in our Community Colleges</i>
<b>Author/Editor:</b>	Blaze Woodlief, Catherine Thomas and Graciela Orozco
<b>APA Citation:</b>	Woodlief, B., Thomas, C., & Orozco, G. (2003). <i>California’s gold: Claiming the promise of diversity in our community colleges</i> . Oakland, CA: California Tomorrow.
<b>Book Description:</b>	<p>California’s Community Colleges comprise the largest and most diverse system of higher education in the world. For Californians who have traditionally faced barriers to schooling—communities of color, immigrants, low-income and first generation college goers—the system is the main gateway to higher education and a brighter future. People of color make up 55% of the student body and immigrants 25%. What do they have to say about how the colleges are fulfilling their historic mission of access for all? What supports and barriers do these students encounter, and how are they doing? What do the teachers, counselors and administrators of the colleges have to say about the challenges of serving diverse students well?</p> <p>In <b>California’s Gold</b>, California Tomorrow presents one of the most comprehensive investigations into these questions through interviews with students and staff in community colleges up and down the state. Inspiring and troubling answers emerge, along with promising practices and recommendations at the classroom, campus, system and state policy levels. <b>California’s Gold</b> includes a new study of how a cohort of students achieved their aspirations in terms of degrees, certificates and transfer over six years.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Challenging &amp; Supporting The First-Year Student: A Handbook for Improving The First Year Of College</i>
<b>Author/Editor:</b>	M. Lee Upcraft, John N. Gardner, and Betsy O. Barefoot
<b>APA Citation:</b>	Upcraft, M.L., Gardner, J.N., & Barefoot, B.O. (2005). <i>Challenging and supporting the first-year student: A handbook for improving the first year of college</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	An authoritative, comprehensive guide to the first year of college, <i>Challenging and Supporting the First-Year Student</i> includes the most current information about the policies, strategies, programs, and services designed to help first-year students make a successful transition to college and fulfill their educational and personal goals.
<b>Status:</b>	<b>Not Checked Out</b>

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>Name of Book:</b>	<i>Color-Line to Borderlands: The Matrix of American Ethnic Studies</i>
<b>Author/Editor:</b>	Johnnella E. Butler
<b>APA Citation:</b>	Butler, J.E. (2001). <i>Color-line to borderlands: The matrix of American Ethnic Studies</i> . Washington: University of Washington Press.
<b>Book Description:</b>	Ethnic Studies...has drawn higher education, usually kicking and screaming, into the borderlands of scholarship, pedagogy, faculty collegiality, and institutional development," Johnnella E. Butler writes in her Introduction to this collection of lively and insightful essays. Some of the most prominent scholars in Ethnic Studies today explore varying approaches, multiple methodologies and contrasting perspectives within the field. Essays trace the historical development of Ethnic Studies, its place in American universities and the curriculum, and new directions in contemporary scholarship. The legitimation of the field, the need for institutional support, and the changing relations between the academic scholarship and community activism are also discussed.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Counseling Across Cultures</i>
<b>Author/Editor:</b>	Paul B. Pedersen, Juris G. Draguns, Walter J. Lonner, and Joseph E. Trimble
<b>APA Citation:</b>	Pedersen, P.B., Draguns, J.G., Lonner, W.J., & Trimble, J.E. (Eds.). (2002). <i>Counseling across cultures</i> (5 <sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
<b>Book Description:</b>	<b>Counseling Across Cultures, Fifth Edition</b> provides multiple perspectives of counseling with representatives of each perspective speaking from their own viewpoint. The contributors examine the cultural context of accurate assessment and appropriate interventions in counseling, highlighting work with groups including African Americans, Asian Americans, Hispanics, American Indians, refugees, and international students. The fifth edition has enlarged its focus by adding new chapters that address school counseling, spiritual issues, multicultural aspects of health psychology, and how to conduct research in cross-cultural and multicultural counseling. A statement of primary and secondary objectives at the beginning of each chapter provides focus for the reader and structure for the faculty using this book in the classroom.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies</i>
<b>Author/Editor:</b>	Winnifred R. Brown-Glaude
<b>APA Citation:</b>	Brown-Glaude, W.R. (Ed.). (2009). <i>Doing diversity in higher education: Faculty leaders share challenges and strategies</i> . Piscataway, NJ: Rutgers University Press.
<b>Book Description:</b>	Incorporating case studies from a rich variety of colleges and universities throughout the nation, <i>Doing Diversity in Higher Education</i> examines the role faculty play in improving diversity on their campuses. The power of professors to enhance diversity has long been underestimated and their initiatives often hidden from view.  Winnifred R. Brown-Glaude and a stellar group of contributors uncover major themes and offer faculty and administrators a blueprint for addressing important issues facing higher education. Essays explore how to dismantle hostile microclimates, sustain and enhance accomplishments, deal with incomplete institutionalization, and collaborate with administrators. The contributors believe working on behalf of diversity should not be considered faculty 'service,' but rather a genuine

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	intellectual project. This accomplished collection provides a wide array of models for institutional change.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education</i>
<b>Author/Editor:</b>	Sylvia Hurtado, Jeffrey Milem, Alma Clayton-Pedersen and Walter Allen
<b>APA Citation:</b>	Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. <i>ASHE-ERIC Higher Education Report, 26(8)</i> .
<b>Book Description:</b>	Research over the years has begun to provide important guidance in understanding how to achieve diversity while improving the social and learning environments for students from different racial/ethnic backgrounds. One key to enacting diverse learning environments lies in understanding and developing programs and policies to improve the campus climate for racial/ethnic diversity, which involves understanding the environment from the perspectives of members from different racial/ethnic backgrounds, creating opportunities for improved race relations that permeate the classroom and extracurricular lives of students, and realizing the educational benefits of diverse learning environments for students who will need to be prepared to meet the demands of a complex, diverse society. Given the extensive effort and progress colleges and universities have made toward diversification in the last 20 to 30 years, it is important to reflect on how learning and educational objectives can be maximized.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Ethnic Myth: Race, Ethnicity, and Class in America</i>
<b>Author/Editor:</b>	Stephen Steinberg
<b>APA Citation:</b>	Steinberg, Stephen. (1981). <i>The Ethnic Myth: Race, Ethnicity, and Class in America</i> . New York, NY: Atheneum.
<b>Book Description:</b>	Sociologist Stephen Steinberg boldly challenges the current trend toward increased ethnic awareness, and argues that traits which are often considered "ethnic" may well be more directly related to class, locality, and other social conditions. This in-depth investigation of the economic and historical factors affecting various American minority groups also provides fresh insight into why some American immigrants succeed and others fail.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Faculty Diversity in Higher Education: Perspectives on race, ethnicity, gender, and disability</i>
<b>Author/Editor:</b>	American Academic
<b>APA Citation:</b>	American Federation of Teachers. (2008). Faculty diversity in higher education: Perspectives on race, ethnicity, gender, and disability. <i>American Academic, 4(1)</i> .
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>First in the Family: Your College Years</i>
<b>Author/Editor:</b>	Kathleen Cushman
<b>APA Citation:</b>	Cushman, K. (2006). <i>First in the family: Your college years</i> . Providence, RI: Next Generation Press.
<b>Book Description:</b>	<i>First in the Family: Your College Years</i> is a unique advice guide that presents the voices of sixteen real students who are the first in their families to go to college. Packed with useful resources and heartfelt stories, this book is an excellent guide through the key issues—from cultural conflict to academic challenge—facing first-generation students.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Increasing the Success of Minority Students in Science and Technology</i>
<b>Author/Editor:</b>	Eugene Anderson and Dongbin Kim
<b>APA Citation:</b>	Anderson, E., & Kim, D. (2006). <i>Increasing the success of minority students in science and technology</i> . Washington, DC: American Council on Education.
<b>Book Description:</b>	...To this end, the American Council on Education (ACE), with the support of the Rockefeller Foundation, is seeking to make the <i>success</i> of students of color a high priority for institutions. <i>Success</i> is broadly defined, to include not only persistence and graduation rates, but also other indicators, such as equity in GPAs, participation in honor societies and awards, and postgraduate experiences (such as enrollment in professional and graduate degree programs). This paper is the fourth in a series that addresses different dimensions of ensuring the success of students of color. This paper provides important data regarding the persistence and success of African-American and Hispanic students in science and technology. The first paper in the series argued for the use of equity indicators and hard data to bring about institutional change that advances campus diversity. The second outlined leadership advice for presidents, particularly newly appointed ones, regarding advancing a campus diversity agenda. The third paper in the series provided a legal framework for important questions presidents should consider as they move forward using different strategies to ensure the academic success of students of color.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Learning and Not Learning English: Latino Students in American Schools</i>
<b>Author/Editor:</b>	Guadalupe Valdés
<b>APA Citation:</b>	Valdés, G. (2001). <i>Learning and not learning English: Latino students in American schools</i> . New York, NY: Teachers College Press.
<b>Book Description:</b>	Focusing on the lives and experiences of four Mexican children in an American middle school, the critically acclaimed author of <i>Con Respeto</i> examines both the policy and the instructional dilemmas that surround the English language education of immigrant children in this country. Using samples and analysis of the children's oral and written language as well as an examination of their classrooms, school and community, this book addresses the difficulties surrounding the teaching and learning of English for second language learners. This comprehensive volume discusses: <ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• The amount of time it takes to "learn" English</li> <li>• How English language learning affects learning in other areas</li> <li>• The consequences of linguistic isolation</li> </ul>

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	<ul style="list-style-type: none"> <li>• How ESL students are tested</li> </ul> <p>It also presents exclusive data on academic English development at various stages in a two-year process that raise important questions about current ESL teaching policies.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Millennials Go to College</i>
<b>Author/Editor:</b>	Neil Howe and William Strauss
<b>APA Citation:</b>	Howe, N., & Strauss, W. (2007). <i>Millennials go to college</i> (2 <sup>nd</sup> ed.). USA: LifeCourse Associates.
<b>Book Description:</b>	<p>They are called the ‘Millennial Generation.’ They include all Americans born since 1982. They are flooding into America’s campuses. And they are nothing like the “Gen-X” youth who preceded them.</p> <p>Many college leaders wonder how they should respond to these new students. Now, thanks to this book by America’s leading generational experts, they can find out.</p> <p>In cooperation with the American Association of Collegiate Registrars and Admissions Officers, Neil Howe and William Strauss of LifeCourse Associates present <i>Millennials Go to College</i>, 2<sup>nd</sup> Edition. The first edition of the book received wide acclaim, and was featured on 60 Minutes in 2005. Strauss and Howe are coauthors of five other best selling books—<i>Generations</i>, <i>13<sup>th</sup> Gen</i>, <i>The Fourth Turning</i>, <i>Millennials Rising</i>, and <i>Millennials and the Pop Culture</i>—and in 2003 were ranked by American Demographics magazine among the top trend forecasters of the last twenty-five years.</p> <p>In this new book, Howe and Strauss explain what’s behind this new Millennial wave—everything from the rise of ‘helicopter parents’ to the decline in substance abuse, from shifting perceptions of race and gender to new problems over money, cheating and peer pressure. The authors also address the next big transition on the doorstep of higher education—the transition to Gen-X ‘stealth fighter’ parents. For each issue, the authors offer a hands-on list of ‘what to dos’.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Minorities in Higher Education: Twenty-Second Annual Status Report</i>
<b>Author/Editor:</b>	Bryan J. Cook and Diana I. Córdoba
<b>APA Citation:</b>	Cook, B.J., & Córdoba, D. I. (2006). <i>Minorities in higher education: Twenty-second annual status report</i> (22 <sup>nd</sup> ed.). Washington, DC: American Council on Education.
<b>Book Description:</b>	<p>In its strategic plan, <i>Connections to the Future</i>, the American Council on Education (ACE) articulates one of its core values in the following statement: ‘ACE values inclusiveness and diversity, recognizes higher education’s responsibility to society, and embraces the belief that widespread access to excellent postsecondary educational opportunities is the cornerstone of a democratic society.’ This 22<sup>nd</sup> edition of the <i>Minorities in Higher Education Annual Status Report</i> is a reflection of that value statement and of our commitment to its implementation. ACE is proud to publish this report and gratefully acknowledges the generous support of the GE foundation.</p>
<b>Status:</b>	<b>Not Checked Out</b>

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Name of Book:</b>	<i>Multicultural Counseling and Psychotherapy: A Lifespan Perspective</i>
<b>Author/Editor:</b>	Leroy G. Baruth and M. Lee Manning
<b>APA Citation:</b>	Baruth, L.G., & Manning, M.L. (2003). <i>Multicultural counseling and psychotherapy: A lifespan perspective</i> (3 <sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
<b>Book Description:</b>	<p>The lifespan perspective that provides framework for this text reflects the current emphasis on lifespan development and stresses that mental health issues and counseling problems differ for children, adolescents, adults, and elders. Effective multicultural counseling requires that counselors understand the problems unique to the client's culture, as well as the problems unique to the client's developmental period. It takes only a few examples to illustrate the need to consider both culture and development in counseling intervention: Mental health issues of the American Indian child differ from those of the Asian American elder; similarly, African American children have unique problems that differ from those of Asian American children or even from those of African American adults.</p> <p>Our emphasis on five cultural groups—African American, American Indian, Asian American, European American, and Hispanic American—was determined by two main factors. First, these five groups currently represent the most populous cultures in the United States. Second, these five cultural groups all have significant challenges that will increasingly require counseling intervention. Moreover, acculturation of younger generations threatens the continuance of the cherished values, traditions, and customs associated with each of these five cultures.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Multicultural Education and the Internet: Intersections and Integrations</i>
<b>Author/Editor:</b>	Paul C. Gorski
<b>APA Citation:</b>	Gorski, P.C. (2001). <i>Multicultural education and the internet: Intersections and integrations</i> . New York, NY: The McGraw-Hill Companies, Inc.
<b>Book Description:</b>	<p><i>Multicultural Education and the Internet: Intersections and Integrations</i> helps teachers apply a variety of World Wide Web resources to effective multicultural teaching practices. More than simply a great list of site references pertinent to the field, this guide also offers an exploration of how the Web can be used as an effective tool in multicultural classrooms through discussion of:</p> <ul style="list-style-type: none"> <li>The Web as a means for implementing curriculum reform</li> <li>The benefits of getting connected to a global network of educators</li> <li>The development of online communities</li> <li>Strategies for assessing Web sites from a multicultural standpoint</li> </ul> <p>A wealth of suggested general and subject-specific resources is included. These thoughtfully organized, annotated references cover:</p> <ul style="list-style-type: none"> <li>Sites that facilitate interactive teaching and learning</li> <li>Sites that provide opportunities for collaborative learning</li> <li>Bulletin boards, chat rooms, and discussion groups focusing on multicultural education and related topics</li> <li>Sites that give students and teachers the opportunity to share their work with others</li> <li>Sites that give voice to often underrepresented groups</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Name of Book:</b>	<i>Multicultural Reflections on "Race and Change"</i>
<b>Author/Editor:</b>	Compiled and edited by Kitty Oliver
<b>APA Citation:</b>	Oliver, Kitty. (2006). Boca Raton, FL: Bordiguera Press
<b>Book Description:</b>	Few places in the United States provide the goldmine of diversity found in South Florida, and what better place to look at race relations – past and present – from a variety of cultural perspectives. The Race and Change Project has produced an impressive oral history archive, housed at the African American Research Library and Cultural Center in Fort Lauderdale, which features over 100 interviews with Blacks, Whites, and immigrants all talking about their race relations experiences before and after the Civil Rights Act of 1964. A multi-ethnic group of students at Florida Atlantic University in Boca Raton, Florida, most not even born then, were challenged to confront these historical accounts and explore their own generational experiences around race in thoughtful, candid, creative ways. The result is this collection, <i>Multicultural Reflections on "Race and Change."</i> It features 22 writers who blend their personal stories with the voices of archival oral histories, weaving a rich tapestry of memories into a dialogue on differences that is sure to spark more discussion. If you've ever wondered how to make history relevant, how to make it a living thing for younger people, or how to talk about race in new ways, then <i>Multicultural Reflections on "Race and Change"</i> gives you a road map definitely worth considering.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Raising Multicultural Awareness in Higher Education</i>
<b>Author/Editor:</b>	Ana Maria Klein
<b>APA Citation:</b>	Klein, A.M. (2006). <i>Raising multicultural awareness in higher education</i> . Lanham, MD: University Press of America, Inc.
<b>Book Description:</b>	<i>Raising Multicultural Awareness in Higher Education</i> taps into the appropriate mechanisms for increasing cultural awareness among teacher candidates. The book includes narratives and practical instructional approaches for teacher-educators and teacher-candidates to aid in understanding the multicultural education field. It explores positive constructivist approaches in the field of multicultural education that enables teacher-educators and teacher-candidates to make appropriate decisions and choices in today's classrooms.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Recovery from Everyday Racisms</i>
<b>Author/Editor:</b>	Clarence Earl Williams, Jr.
<b>APA Citation:</b>	Williams Jr., C.E. (1999). <i>Recovery from everyday racisms</i> . Detroit, MI: The Institute for Recovery from Racisms.
<b>Book Description:</b>	<i>Recovering from Everyday Racisms</i> is an approach to deal with the social illness of racism from the perspective of intervention. This intervention focuses on erroneous belief system of racial caste hierarchy and the resulting dysfunctional behaviors originating from our racialized formation in a culture of white supremacy.

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	<p>The author outlines a treatment program borrowing from the work of Dr. Elisabeth Kubler-Ross' 'death and dying' stages. The program is designed to assist individuals and groups recovering from their collusion with white supremacy, and invites them to become collaborators in New Family formation. In place of their racialized self, the new self emerges as a person who sees everyone as their sister and brother.</p> <p>Williams uses the metaphor of the dysfunctional family to describe the racial interaction patterns of the Americas, and the global village. Through the paradigm of family dysfunction, he constructs a treatment plan that allows the individual and/or the group to begin the journey from racial dysfunction to racial sobriety.</p> <p>The recovery process stages are the same for Whites and Nonwhites, but the focal content of the issues are different. There are six communities of origin that are profiled in the racism's recovery program: White Supremacy, Whites relating to Nonwhites, Nonwhites relating to Whites, Nonwhite supremacy, Colorists and Intermediates. Each group has a different response to white supremacy which results in not one racism, but 'racisms'.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Shooting for Excellence: African American and Youth Culture in New Century Schools</i>
<b>Author/Editor:</b>	Jabari Mahiri
<b>APA Citation:</b>	Mahiri, J. (1998). New York, NY: National Council of Teachers of English
<b>Book Description:</b>	Two teachers, both African American, teach English in the same inner-city high school. Ms. Parks has astounding success – her students read, interact, and strive for success. Ms. Jackson's students, on the other hand, are frequently disruptive. They also sleep in her class, some of them snoring peacefully. Why the difference? Jabari Mahiri probes deep into the causes of this and other issues that affect American schools today. Through a series of ethnographic studies, he reveals the dynamics of effective learning – on the basketball court and in the classroom. The concept of teacher as coach takes on new meaning when we observe Ms. Cato in her Chicago high school. Videos, interviews, writing classrooms contribute to the research data. Mahiri demonstrates how two connected cultures – of African Americans and of youth – cannot be ignored if one is to effect change in education. His scope encompasses computer technology, multiculturalism, tracking, race relations, the canon, as well as specific aspects of African American culture, such as signifying and receiver-centered discourse. In his remarkable closing chapter, he projects a vision of an American high school ten years from now. Mahiri speaks from his experience as a former high school teacher, as an advocate of popular culture and critical pedagogy, and as a scholar of secondary education.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom</i>
<b>Author/Editor:</b>	Ellen Wolpert
<b>APA Citation:</b>	Wolpert, E. (2005). <i>Start seeing diversity: The basic guide to an anti-bias classroom</i> . St, Paul, MN: Redleaf Press.
<b>Book Description:</b>	How does bias appear among young children? How can caregivers address bias in their early childhood classroom?

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

	<p>Reorganized for stand-alone use as a student text, <i>Start Seeing Diversity</i> helps teachers recognize and address bias with young children by illustrating one community's effort to create a responsive child care program.</p> <p>Developed by teachers at Washington-Beech Community Preschool in Boston, this training handbook introduces teachers to bias as it emerges in the early childhood classroom, and helps them establish a framework for responding effectively. Nine detailed chapters contain information on six areas of bias—gender, age, sexual orientation, race and ethnicity, economic class, and physical abilities—as well as the goals and guiding assumptions of anti-bias curriculum. Accompanying discussion questions encourage readers to examine their own memories and experiences.</p> <p>Perfect for pre-service and in-service teacher training, this helpful guide includes information-rich appendices containing:</p> <ul style="list-style-type: none"> <li>▪ Guidelines for challenging oppression and responding to incidents involving bias</li> <li>▪ A checklist for creating and assessing anti-bias environments</li> <li>▪ A guide to analyzing children's books</li> <li>▪ Directions for making photograph games like the ones used at Washington-Beech</li> </ul> <p>Also includes sample scenarios, details for classroom implementation, suggested resources, and guidelines for group leaders.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Strategy Instruction for Students with Learning Disabilities</i>
<b>Author/Editor:</b>	Robert Reid and Torri Ortiz Lienemann
<b>APA Citation:</b>	Reid, R., & Lienemann, T.O. (2006). <i>Strategy instruction for students with learning disabilities</i> . New York, NY: The Guilford Press.
<b>Book Description:</b>	<i>Strategy Instruction for Students with Learning Disabilities</i> guides teachers and other practitioners through the effective use of strategy instruction, proven by researchers to be a powerful instructional approach for students with learning disabilities, students at risk for school failure, and other struggling learners. The reader is taken through what, why, and how of a classroom-validated model of strategy instruction—Self-regulated Strategy Development—in conjunction with practical examples of how to teach powerful academic learning strategies.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education</i>
<b>Author/Editor:</b>	Kathleen F. Gabriel
<b>APA Citation:</b>	Gabriel, K.F. (2008). <i>Teaching unprepared students: Strategies for promoting success and retention in higher education</i> . Sterling, VA: Stylus Publishing, LLC.
<b>Book Description:</b>	<p>This book provides professors and their graduate teaching assistants—those at the front line of interactions with students—with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies.</p> <p>The author shares proven practices that will not only engage all students in a class, but also create</p>

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	<p>the conditions—while maintaining high standards and high expectations—to enable at-risk and under-prepared students to develop academically, and graduate with good grades. The author also explains how to work effectively with academic support units on campus.</p> <p>The ideas presented here—that the author has successfully employed over many years—can be easily integrated into any class.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Transition to Adult Living: A Guide for Secondary Education</i>
<b>Author/Editor:</b>	California Department of Education
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	The purpose of this guide is to provide technical assistance for the achievement of positive post school outcomes for students with disabilities for the appropriate implementation of the transition requirements of the Individuals with Disabilities Act of 1997 (IDEA '97) as delineated in the final regulations published on March 12, 1999. This guide also provides technical assistance to implement California legislation that has a direct impact on the transition from school to adult living of students with disabilities (e.g., the High School Exit Exam and Certificate of Educational Achievement or Completion). The guide is designed to be used by state education agencies, local education agencies, teachers, parents, and students to improve post school outcomes for these students and aid in compliance with federal and state law.
<b>Status:</b>	<b>Not Checked Out</b>

## Research Methods and Support

<b>Name of Book:</b>	<i>The American Heritage Dictionary</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Basics of Social Research</i>
<b>Author/Editor:</b>	Earl Babbie
<b>APA Citation:</b>	Babbie, E. (2002). <i>The basics of social research</i> (2 <sup>nd</sup> ed.). Belmont, CA: Wadsworth.
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>Handbook of Research on Teaching</i>
<b>Author/Editor:</b>	Virginia Richardson
<b>APA Citation:</b>	Richardson, V. (Ed.). (2001). <i>Handbook of research on teaching</i> (4 <sup>th</sup> ed.). Washington, DC: American Educational Research Association.
<b>Book Description:</b>	<p>How does one conduct educational research? How many different ways are there to approach research questions? Leading authorities in educational research provide instructional materials for graduate students and beginning professionals. This is a balanced presentation of the wide variety of approaches that can be used to explore problems and issues in education.</p> <p><b>Sections are included in the following topics:</b></p> <ul style="list-style-type: none"> <li>• Nature of Disciplined Inquiry in Education</li> <li>• Arts-Based Educational Research</li> <li>• Historical Methods in Educational Research</li> <li>• Philosophic Inquiry Methods in Education</li> <li>• Ethnographic Research in Education</li> <li>• Case Study Methods in Educational Research</li> <li>• Survey Methods in Educational Research</li> <li>• Comparative Experimental Methods in Educational Research</li> <li>• Quasi-Experimental Methods in Educational Research</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Multiple Regression and Causal Analysis</i>
<b>Author/Editor:</b>	McKee J. McClendon
<b>APA Citation:</b>	McClendon, M.J. (1994). <i>Multiple regression and causal analysis</i> . Itasca, IL: F.E. Peacock Publishers, Inc.
<b>Book Description:</b>	<p>First and foremost, the purpose of <i>Multiple Regression and Causal Analysis</i> is to describe applied regression analysis as it is practiced in the social and behavioral sciences. Another goal, however, is to integrate coverage of regression analysis and causal analysis; these two subjects are usually treated in separate volumes. Of the two, the majority of space is devoted to regression analysis (Chapters 2 through 7). The coverage of multiple regression is, however, based on the assumption that most social scientists who are using this statistical technique are either explicitly or implicitly using it to conduct nonexperimental causal analyses; that is, their goal is explanation, not simply description or prediction. Therefore, the various multiple regression topics covered in this book are presented from the perspective of causal analysis. This is accomplished in several ways. First, an overview of issues and techniques for conducting causal analyses of nonexperimental data is given in Chapter 1. Second, the causal perspective is evident in the extended discussion in Chapter 3 of how multiple regression statistically controls other independent variables in order to estimate the effect of any particular independent variable, when experimental control (i.e., randomization) is not available. Third, this perspective more subtly informs the coverage of much of the other material on multiple regression in Chapters 4 and 7.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Multiple Regression: Testing and Interpreting Interactions</i>
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**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Author/Editor:</b>	Leona S. Aiken and Stephen G. West
<b>APA Citation:</b>	Aiken, L.S., & West, S.G. (1991). <i>Multiple regression: Testing and interpreting interactions</i> . Newbury Park, CA: Sage Publications, Inc.
<b>Book Description:</b>	Researchers in a variety of disciplines frequently encounter problems in which interactions are predicted between two or more continuous variables. However, the current literature regarding how to analyze, interpret, and present interactions in multiple regression has been confusing. In this comprehensive volume, Aiken and West provide academicians and researchers with a clear set of prescriptions for estimating, testing and probing interactions in regression models. Including the latest research in the area, such as Fuller's work on the corrected/constrained estimator, the book is appropriate for anyone who uses multiple regression to estimate models or for those enrolled in courses on multivariate statistics.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Policy Documents &amp; Reports</i>
<b>Author/Editor:</b>	Edited by Robert Kreiser
<b>APA Citation:</b>	Kreiser, R. (2001). <i>Policy Documents &amp; Reports</i> . Washington, DC: American Association of University Professors
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Practice of Social Research</i>
<b>Author/Editor:</b>	Earl Babbie
<b>APA Citation:</b>	Babbie, E. (2001). <i>The practice of social research</i> (9 <sup>th</sup> ed.). Belmont, CA: Wadsworth.
<b>Book Description:</b>	<p>Guided by master teacher and best-selling author Earl Babbie, you'll learn the logic and skills of effectively doing research in the social sciences. You'll gain a real understanding of qualitative and quantitative methods and inductive and deductive distinctions. Babbie makes abstract theory understandable with humor, down-to-earth metaphors, and many contemporary examples that will hit home for you.</p> <p>In this current Ninth Edition, you'll also get a hands-on look at the exploding use of telecommunications and cyberspace tools for social research, including Computer-Assisted Telephone Interviewing (CATI) and researchers' initial, cautious experiments with online polling. And you'll learn how new technologies such as computer-assisted data collection and analysis are now a viable tool in the social researcher's arsenal.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Research Methods in Psychology</i>
<b>Author/Editor:</b>	John J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. Zechmeister
<b>APA Citation:</b>	Shaughnessy, J.J., Zechmeister, E.B., Zechmeister, J.S. (2003). <i>Research methods in psychology</i> (6 <sup>th</sup> ed.). New York, NY: The McGraw-Hill Companies, Inc.

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Book Description:</b>	<p><b>Proven Features</b></p> <ul style="list-style-type: none"> <li>• <b>Multi-method approach</b> emphasizes the strengths and weaknesses of different research methods and the need to use different methods to answer different research questions.</li> <li>• <b>Problem-solving approach</b> teaches how to solve problems and answer research questions rather than applying rigid procedures to doing research.</li> <li>• <b>Numerous examples from psychology literature</b> enable students to learn about research methods AND psychology.</li> </ul> <p><b>New Features</b></p> <ul style="list-style-type: none"> <li>• <b>New streamlined writing style</b> and many more student-relevant examples.</li> <li>• <b>New opening chapter</b> introduces students to the analogy of the criminal legal proceedings (investigation, trial verdict) and the scientific process.</li> <li>• <b>Revised chapter structure with two new chapters on data analysis</b> focusing on understanding the application of quantitative reasoning.</li> <li>• <b>'Stretching Exercises'</b> added throughout each chapter for students to apply principles immediately.</li> <li>• <b>Online Learning Center</b>, with additional resources for students and instructors, can be delivered in multiple ways: through the text website, within a course management system (WebCT, Blackboard, etc.), or within McGraw-Hill's popular PageOut.</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Standards for educational and psychological testing</i>
<b>Author/Editor:</b>	American Educational Research Association, American Psychological Association, and National Council on Measurement in Education
<b>APA Citation:</b>	American Psychological Association. (1999). <i>Standards for educational and psychological testing</i> . Washington, DC: American Educational Research Association.
<b>Book Description:</b>	Educational and psychological testing and assessment are among the most important contributions of behavioral science to our society, providing fundamental and significant improvements over previous practices. Although not all tests are well-developed nor are all testing practices wise and beneficial, there is extensive evidence documenting the effectiveness of well-constructed tests for uses supported by validity evidence. The proper use of tests can result in wiser decisions about individuals and programs than would be the case without their use and can also provide a route to broader and more equitable access to education and employment. The improper use of tests, however, can cause considerable harm to test takers and other parties affected by test-based decisions. The intent of the <i>Standards</i> is to promote the sound and ethical use of tests and to provide a basis for evaluating the quality of testing practices.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>A Writer's Reference (Second Edition)</i>
<b>Author/Editor:</b>	Diana Hacker
<b>APA Citation:</b>	Hacker, D. (1992). <i>A writer's reference</i> (2 <sup>nd</sup> ed.). New York, NY: St. Martin's Press, Inc.
<b>Book Description:</b>	<i>A Writer's Reference</i> has been carefully designed to save you time. As you can see, the book lies flat, making it easy to consult while you are revising and editing a draft. And the book's ten section dividers will lead you—in most cases very quickly—to the information you need.

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>Status:</b>	<b>Not Checked Out</b>
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## Staff Development and Skills

<b>Name of Book:</b>	<i>15 Survival Strategies for New College Instructors</i>
<b>Author/Editor:</b>	Magna Publications
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	<p>A Magna Publications Online Seminar presented September 12, 2007 by Dr. Peter M. Saunders, director of Oregon State University's Center for Teaching and Learning.</p> <p><b>By participating in this seminar, you will:</b></p> <ul style="list-style-type: none"> <li>• Set learner expectations through a well-crafted syllabus</li> <li>• Create a safe environment and emphasize time on tasks</li> <li>• Identify when technology should be used and when it should be avoided</li> <li>• Motivate learners with the power of peer pressure and peer admiration</li> <li>• Integrate teams into small and large classes</li> <li>• Provide feedback on your students' learning without burdening you with time-consuming grading</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Academic Advising: A Comprehensive Handbook</i>
<b>Author/Editor:</b>	Virginia N. Gordon and Wesley R. Habley
<b>APA Citation:</b>	Gordon, V.N., & Habley, W.R. (2000). <i>Academic advising: A comprehensive handbook</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	<p>One of the greatest challenges in higher education is helping students to achieve academic success while ensuring that their personal and vocational needs are fulfilled. For the academic advisor, there are as many hurdles as there are opportunities for growth and change. The explosive rate of enrollment, the emergence of new curricula, and the advent of technology are just some of the developments that have profoundly affected academic advising. This handbook not only clarifies the current status of academic advising but also envisions its role and practice for the future. More than thirty experts offer their knowledge and advice in this comprehensive reference. They explore all the critical aspects of academic advising and provide rich insights for faculty and full-time advisors, counselors, and those who oversee student advising or have daily contact with advisors and students. Topics include:</p> <ul style="list-style-type: none"> <li>• The history and philosophy of academic advising</li> <li>• The influence of theory in contemporary practice</li> <li>• Ethical considerations and legal obligations</li> <li>• Advising multicultural students and students with special needs</li> <li>• Integrating advising with career and life planning</li> <li>• Advising students on-to-one and in groups</li> <li>• Organizational models for effective advising</li> </ul>

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

	<ul style="list-style-type: none"> <li>• Technological resources that support advising</li> <li>• Strategies for training and evaluating advisors</li> <li>• Anticipating and adapting to changes in academic advising</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Academic Values, Market Values: The Shifting Balance</i>
<b>Author/Editor:</b>	American Academic
<b>APA Citation:</b>	Academic Values, Market Values: The Shifting Balance. (2004). <i>American Academic</i> , 1(1).
<b>Book Description:</b>	<p>Welcome! It is our hope that this inaugural issue of <i>American Academic</i> will make a constructive contribution to the lively and often contentious debates taking place in academic and policy-making circles about the major issues facing higher education in today's changing world.</p> <p>This year, <i>American Academic</i> focuses on an issue that is arousing a great deal of discussion, controversy and concern—the growing influence of market forces and commercial considerations in shaping what happens in our colleges and universities. Many, if not most of the faculty we represent tell us there is a trend at their institutions toward expanding job-oriented coursework and cutting back on courses that have academic value but may not attract the largest numbers of students and outside support. Faculty members see their institutions expanding externally funded, applied research and diminishing support for research that lacks commercial value.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Action Learning Guidebook: A Real-Time Strategy for Problem Solving, Training Design, and Employee Development</i>
<b>Author/Editor:</b>	William J. Rothwell
<b>APA Citation:</b>	Rothwell, W.J. (1999). <i>The action learning guidebook: A real-time strategy for problem solving, training design, and employee development</i> . San Francisco, CA: Jossey-Bass/Pfeiffer.
<b>Book Description:</b>	<p>You've got groups, facilitated by managers or team members, conducting project planning and problem solving. You've got relatively few formal trainers and instructors. In this modern, team-based environment, how can you ensure that individuals and groups develop the skills and knowledge they require?</p> <p>You want training solutions that are problem-oriented, goal-based, and work-related? You need <i>The Action Learning Guidebook</i>. With action learning, the focus is on getting tangible work results while developing valuable skills. The responsibility for learning falls upon the shoulders of the learners, who feel more invested—and interested—in the development process than ever before.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Adult Education, The Next 50 Years: Our Future Continues Through An Investment in Research</i>
<b>Author/Editor:</b>	Priscilla Gandy, Sarah Tieszen, Carragh Taylor-Hunt, Doris Flowers, and Vanessa Sheared
<b>APA Citation:</b>	N/A
<b>Book</b>	N/A

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Description:</b>	
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Basic Skills Handbook: Constructing a Framework for Success: A Holistic Approach to Basic Skills</i>
<b>Author/Editor:</b>	<a href="http://www.cccbsi.org">www.cccbsi.org</a>
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	Welcome to <i>Constructing A Framework for Success: A Holistic Approach to Basic Skills</i> , a handbook for faculty, student services personnel and administrators working with students that have basic skills needs. Because research in California tells us that 70-85% of our entering students assess into basic skills courses in one or more areas, we know that helping them to achieve collegiate level is a task for everyone. Each of us are contributors to the college framework that houses those students' academic dreams. This handbook is for those of you with construction tools in your hands, the ones who are actively working to help these particular students succeed. You are the important folks striving to provide students with the skills needed to reach the penthouse suite of their academic goals. Some of you may be teaching basic skills courses or teaching transfer courses that include students with basic skills needs, staffing tutoring labs, providing student services, helping to develop Basic Skills Action Plans or acting as a Basic Skills Coordinator. Our goal is to honor your hard work and to excite you with new building techniques to try.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Blackboard for Dummies: Get all the steps for faculty, teachers, and trainers</i>
<b>Author/Editor:</b>	Howie Southworth, Kemal Cakici, Yianna Vovides, and Susan Zvacek
<b>APA Citation:</b>	Southworth, H., Cakici, K., Vovides, Y., & Zvacek, S. (2006). <i>Blackboard for dummies</i> . Hoboken, NJ: Wiley Publishing, Inc.
<b>Book Description:</b>	You're an educator, not a psychic, so how would you know how to use Blackboard with no instructions? These step-by-step examples show you how to set up a Blackboard classroom, put your materials on the Internet, communicate online with students, and even evaluate their performance.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>"But I'm a Good Person!" And Other Misconceptions about Academic Cheating: Rethinking Academic Integrity as Professional Integrity (DVD)</i>
<b>Author/Editor:</b>	Tricia Bertram Gallant
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Changing College Classrooms: New Teaching And Learning Strategies For An Increasingly Complex World</i>
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**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>Author/Editor:</b>	Diane F. Halpern
<b>APA Citation:</b>	Halpern, D.F. (1994). <i>Changing college classrooms: New teaching and learning strategies for an increasingly complex world</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	<p>This book is an exciting and highly useful addition to the literature on higher education and teaching. It provides concrete information and suggestions for the improvement of teaching, student learning, and the whole educational process.</p> <p>Providing college students with the knowledge, skills, and abilities that will prepare them for today's complex world demands a major transformation in college classrooms—from passive to active learning, from traditional textbooks to hands-on use of technology, from restrictive ways of thinking to diverse multicultural perspectives.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>College Students in Distress: A Resource Guide for Faculty, Staff, and Campus Community</i>
<b>Author/Editor:</b>	Bruce S. Sharkin, PhD
<b>APA Citation:</b>	Sharkin, B.S. (2006). <i>College students in distress: A resource guide for faculty, staff, and campus community</i> . Binghamton, NY: The Haworth Press, Inc.
<b>Book Description:</b>	<b>College Students in Distress</b> provides college personnel with invaluable information on how to identify and refer emotionally troubled students for professional counseling. Dr. Bruce S. Sharkin, a staff psychologist at Kutztown University in Pennsylvania addresses general warning signs of student distress, symptoms of specific psychological problems such as anxiety and depression, guidelines for interventions, and methods of making a referral for counseling. The book also examines current mental health issues for college students and provides an overview of common campus policies and procedures, such as psychological emergencies, withdrawal and readmission, and mandatory counseling.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Communication for Teachers</i>
<b>Author/Editor:</b>	Joseph L. Chesebro and James C. McCroskey
<b>APA Citation:</b>	Chesebro, J.L., & McCroskey, J.C. (2002). <i>Communication for teachers</i> . Boston, MA: Allyn & Bacon.
<b>Book Description:</b>	We created this book with one goal in mind: to take much of the research on teacher communication, synthesize it, and translate it into practical suggestions that can help new teachers communicate more effectively with their students. Specifically, <i>Communication for Teachers</i> is aimed at graduate teaching assistants and new faculty members, in both communication and other fields. These two groups may find themselves in short orientation courses or workshops or semester-long practicum courses in which they are taught 'the basics' of teaching. We consider this book ideal for use in such courses.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Communication In Our Lives (3rd Edition)</i>
<b>Author/Editor:</b>	Wood, J. T.

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>APA Citation:</b>	Wood, J.T. (2003) <i>Communication In Our Lives</i> (3rd ed.). Belmont, CA: Thomson Wadsworth
<b>Book Description:</b>	When I was an undergraduate student, I fell in love with the field of communication. My first communication course convinced me that communication was more central to my life than anything else I had studied or could study. That feeling grew stronger with each communication course I took during my undergraduate and graduate studies. I wrote <i>Communication in Our Lives</i> to share with students my love of communication and my belief that it is critically important in our everyday lives. Because I want this book to engage students, I've tried to make it as interesting and substantive as communication itself is. I use a conversational style of writing and weave into the chapters examples, reflections from students, and applications that invite students to become engaged personally with the ideas presented. Because I want this book to help students develop their competence as communicators, I emphasize concrete skills and hands-on applications.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Creating a Mentoring Culture: The Organization's Guide</i>
<b>Author/Editor:</b>	Lois J. Zachary
<b>APA Citation:</b>	Zachary, L.J. (2005). <i>Creating a mentoring culture: The organization's guide</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	In order to succeed in today's competitive environment, corporate and nonprofit institutions must create a workplace climate that encourages employees to continue to learn and grow. From the author of the best-selling <i>The Mentor's Guide</i> comes the next-step mentoring resource to ensure personnel at all levels of an organization will teach and learn from each other. Written for anyone who wants to embed mentoring within their organization, <i>Creating a Mentoring Culture</i> is filled with step-by-step guidance, practical advice, engaging stories, and includes a wealth of reproducible forms and tools.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Designing Brain-Compatible Learning</i>
<b>Author/Editor:</b>	Gayle H. Gregory and Terence Parry
<b>APA Citation:</b>	Gregory, G.H., & Parry, T. (2006). <i>Designing brain-compatible learning</i> (3 <sup>rd</sup> ed.). Thousand Oaks, CA: A Sage Publications Company.
<b>Book Description:</b>	This revised, updated edition of <b>Designing Brain-Compatible Learning</b> synthesizes the latest brain research into a powerful set of teaching tools and strategies for integrating thinking skills, cooperative learning, graphic organizers, and authentic assessment into any classroom. The new edition features <ul style="list-style-type: none"> <li>• Step-by-step strategies for teaching concepts, skills, and content to all age groups and learning styles</li> <li>• A newly expanded section on standards-based lesson design and lesson planning</li> <li>• Charts, diagrams, and other visual tools reinforce learning</li> <li>• A collection of new planning templates and graphic organizers</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms</i>
<b>Author/Editor:</b>	Stephen D. Brookfield and Stephen Preskill
<b>APA Citation:</b>	Brookfield S. D. and Preskill, S. (1999). <i>Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms</i> . San Francisco, CA: Jossey-Bass
<b>Book Description:</b>	<p>In this guide to planning, conducting, and evaluating lively discussions, authors Stephen Brookfield and Stephen Preskill offer a variety of practical ideas, tools, and techniques for creating democratic classrooms. They suggest exercises to get discussion started, strategies for maintaining its momentum, ways to elicit a diversity of views and voices, ideas for creative groupings and formats, and processes to encourage student participation. In exploring the role of the teacher in discussion, they address the tensions and possibilities arising from ethnic, cultural, social class, and gender differences. Throughout the book, the authors emphasize how discussion fosters democratic participation and enhances learning. Additionally, they review how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion.</p> <p>From the early stages of preparing students to participate in discussion to the final stages of evaluating its meaning and effects, the authors provide a comprehensive guide to realizing the promises – and avoiding the pitfalls – of this way of teaching. Each chapter contains numerous techniques, suggestions, and applications that can be adapted to a wide range of discussion settings. Sample exercises and formats are provided throughout, including case studies of successful practices. <i>Discussion as a Way of Teaching</i> is an accessible, practical resource for teachers, trainers, faculty, administrators, professional developers, facilitators, and other educational leaders. It will be useful to anyone who uses discussion to help people learn.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Educating by Design: Creating Campus Learning Environments That Work</i>
<b>Author/Editor:</b>	C. Carney Strange and James H. Banning
<b>APA Citation:</b>	Strange, C.C., & Banning, J.H. (2001). <i>Educating by design: Creating campus learning environments that work</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	<p>Just as faculty and curriculum are critical concerns for any college or university, other components of the campus environment hold equal significance for student learning and satisfaction. While there have been many books about the effects of environments on people, there have been few that focus on the many complexities of campus settings and how they contribute to student success and the quality of learning experiences. <i>Educating by Design</i> fills the information gap by providing a comprehensive model for creating student-friendly and learning-supportive campus environments. Authors C. Carney Strange and James H. Banning are nationally recognized experts on campus environments. They draw from decades of research and experience to present an integrated framework for assessing and understanding academic environments. They describe the principles and concepts that define effective person-environment interactions and examine how these principles work through four different environmental components: physical, aggregate, organizational, and socially constructed. They also discuss the four conditions for successful learning: inclusion, safety, involvement, and community. Filled with engaging anecdotes and practical examples, this long-awaited volume helps academic administrators and student services professionals to plan effective programs and build supportive learning communities.</p>

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>Status:</b>	<b>Not Checked Out</b>
<b>Name of Book:</b>	<i>Educational Leadership for Organisational Learning and Improved Student Outcomes</i>
<b>Author/Editor:</b>	William Mulford, Halia Silins, and Kenneth Leith wood
<b>APA Citation:</b>	Mulford, W., Silins, H., & Leithwood, K. (2004). Educational leadership for organisational learning and improved student outcomes. <i>Studies in Educational Leadership</i> , 3.
<b>Book Description:</b>	<p>The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question, challenge, and debate teaching and learning issues.</p> <p>How to achieve such learning communities is far from clear, but we believe the areas of <b>problem-based learning</b> (PBL) and <b>organizational learning</b> (OL) offer valuable clues. The indications are that the successful educational restructuring agenda depends on teams of leaders, whole staffs and school personnel, working together (i.e., OL) linking evidence and practice in genuine collaboration (i.e., PBL). The book is unique in that it is both about and uses these two concepts.</p> <p>The book is made up of four sections:</p> <ol style="list-style-type: none"> <li>1. An introductory rational in which the case for using only quality evidence in school reform efforts is argued. Results from a quality research project are then presented. These results are organised around six questions: <ul style="list-style-type: none"> <li>-how is the concept of OL defined in schools ('teacher voice')?</li> <li>-what leadership practices promote OL in schools ('teacher voice')?</li> <li>-what are some outcomes of schooling other than academic achievement ('pupil voice')?</li> <li>-what are the relationships between the non-academic and academic outcomes of schooling?</li> <li>-does school leadership and/or organisational learning contribute to student outcomes?</li> </ul> <p>And,</p> <ul style="list-style-type: none"> <li>-what other factors contribute to student outcomes?</li> </ul> <p>The section concludes with a plea that given the accumulation and consistent quality of the evidence from across systems and countries, we no longer need to involve ourselves with just <i>impressions</i> of effective leadership. We have a way forward that links leadership to organisational learning and improved student outcomes.</p> </li> <li>2. Advice using the book. <p>The reasons for the choice of problem-based learning as the vehicle for the professional development materials that form the major part of this book are detailed. Suggestions are then made for use of the book, including a one-day and two-day workshop, and advice on group development and warm-up activities for such group development before moving on to the problem-based learning package in Section 3;</p> </li> <li>3. A problem based-learning, evidence informed, professional development package for aspiring and actual school leaders based on real schools and their leaders</li> <li>4. A challenge. <p>The final section provides refined versions of the diagnostic instruments used in the</p> </li> </ol>

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

	research and challenges readers to use them in their own schools. The book concludes with the references used and a list of other readings.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Effective, Efficient Professor: Teaching, Scholarship and Service</i>
<b>Author/Editor:</b>	Phillip C. Wankat
<b>APA Citation:</b>	Wankat, P.C. (2002). <i>The effective, efficient professor: Teaching, scholarship and service</i> . Boston, MA: Allyn and Bacon.
<b>Book Description:</b>	<i>The Effective, Efficient Professor: Teaching, Scholarship, and Service</i> develops methods to improve the proficiency and time management skills of faculty in all areas of their careers! Most faculty are discipline experts but have not studied methods to improve their teaching, scholarship or service. This book applies efficiency and time management methods to academe. Throughout the book, the author shows how student learning and academic productivity can be improved by being aware of effective time management techniques. A variety of efficient and effective teaching methods are explored. Scholarship, service, and working with graduate students are also discussed. This book will help college faculty at all levels of instruction take charge of their careers!
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Evaluating Professional Development</i>
<b>Author/Editor:</b>	Thomas R. Guskey
<b>APA Citation:</b>	Guskey, T.R. (2000). <i>Evaluating professional development</i> . Thousand Oaks, CA: Corwin Press, Inc.
<b>Book Description:</b>	<p>Staff development has value only if it improves student learning. So how can an educator absorb emerging knowledge and educational reforms to produce greater learning? Thomas R. Guskey, nationally recognized author and lecturer in the areas of assessment, evaluation, and professional development, contends that the answer is <i>more effective methods of evaluating professional development</i>.</p> <p><b><i>Evaluating Professional Development</i></b> illustrates how to:</p> <ul style="list-style-type: none"> <li>• Ask the right questions to effectively measure professional development</li> <li>• Understand the dynamic nature of professional development</li> <li>• Identify what contributes to improved student learning</li> <li>• Demonstrate results and accountability</li> </ul> <p>Dennis Sparks, Executive Director of NSDC, provides keen insights on evaluating professional development in the Foreword of this provocative book.</p> <p>Explore increasing levels of sophistication in evaluating professional development—from the participants’ reaction to professional development to how to evaluate organizational support and change. Reflective questions at the end of each chapter along with sample evaluation forms, checklists, and helpful hints make this a comprehensive resource for district and site administrators, program evaluators, staff developers, and university faculty.</p>
<b>Status:</b>	<b>Not Checked Out</b>

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

<b>Name of Book:</b>	<i>Facilitating With Ease! Core Skills for Facilitators, Team Leaders, and Members, Managers, Consultants, and Trainers</i>
<b>Author/Editor:</b>	Ingrid Bens
<b>APA Citation:</b>	Bens, I. (2005). <i>Facilitating with ease: Core skills for facilitators, team leaders, and members, managers, consultants, and trainers</i> . San Francisco, CA: John Wiley & Sons, Inc.
<b>Book Description:</b>	<p><i>Facilitating with Ease!</i> is an updated version of the best-selling resource that offers easy-to-follow instructions, techniques, and hands-on tools that team leaders, consultants, supervisors, and managers have used to learn the basics of facilitation. Complete with worksheets on CD-ROM that can be customized to fit your personal needs, it's a complete facilitation workshop in a take-home format.</p> <p><i>Facilitating with Ease!</i> Shows you how to run productive meetings with skill and authority and includes the information needed to train others in your organization to become confident facilitators as well. The book is filled with dozens of exercises, surveys, and checklists that can be used to transform anyone into an effective facilitator. This revised edition features extensive updates and a wealth of new material, and includes</p> <ul style="list-style-type: none"> <li>• The core beliefs and practices of facilitation</li> <li>• Best and worst practices of facilitators</li> <li>• A four-level competency assessment</li> <li>• A description of all the steps in the facilitation process: assessment, design, feedback, refinement, and final preparation</li> <li>• Information on high-participation techniques</li> <li>• Six methods for reaching decisions</li> <li>• Ideas for giving and receiving feedback</li> <li>• Strategies for handling conflict and resistance</li> <li>• Ideas for effective meeting management</li> <li>• The tools that are fundamental to all facilitation activities, such as visioning, brainstorming, gap analysis, decision grids, priority setting, systematic problem solving, and more</li> <li>• Ten sample process designs, complete with facilitator notes</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Fostering Civility on Campus</i>
<b>Author/Editor:</b>	Judy Rookstool
<b>APA Citation:</b>	Rookstool, J. (2007). <i>Fostering civility on campus</i> . Washington, DC: Community College Press.
<b>Book Description:</b>	Civility has become a major topic of discussion on college campuses throughout the country, attracting media attention nationwide. In this illuminating book, civility scholar Judy Bookstool tackles the issue for the community college audience, bringing both her research and classroom experience to bear. She offers a definition of civility, which encompasses not only good manners or polite behavior but also academic integrity, citizenship, civil discourse, tolerance, and the like. Drawing on her own work and that of others, she provides common-sense approaches that

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	instructors and administrators can use to foster and maintain a civil environment in the classroom and on campus, providing a model for civil attitudes and behaviors expected from students in the college setting and in their communities.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Fostering Student Success In The Campus Community</i>
<b>Author/Editor:</b>	Gary L. Kramer
<b>APA Citation:</b>	Kramer, G.L. (2007). <i>Fostering student success in the campus community</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<p><i>Fostering Student Success in the Campus Community</i> presents and examines key issues not only on addressing changing student demographics and needs but also on aligning institutional and student expectations, connecting student-oriented services systematically, organizing and fostering student services for learning, and creating and delivering services for students to achieve success on campus. While the essential supportive role student services plays in student retention and success is generally understood, this book is about the requisite internal conditions, processes, and support mechanisms for collegiate student success. Hence, this book is as much for faculty as for student services professionals. While this book does not define what student success is for all institutions or suggest that one size fits all institutions, it does emphasize that student learning and achieving student success on campus is everyone's business. Involving the campus community in this strategic and systemic endeavor is essential and can make a positive difference in the lives of students by offering services that matter.</p> <p>The chapter contributors share their wisdom on and experience in creating a student-centered culture and emphasize student services as the primary approach for putting students first in the campus community. Written for student service providers, academic departments, and others responsible for the support, direction, and coordination of services to students—vice presidents, deans, directors, and department chairs—readers will learn how to encourage a variety of desired outcomes, including student persistence, satisfaction, learning and personal development.</p> <p><b>This book is organized into four parts:</b></p> <ul style="list-style-type: none"> <li>• Communicating expectations</li> <li>• Connecting services</li> <li>• Fostering student development</li> <li>• Achieving success</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Handbook of Adult and Continuing Education</i>
<b>Author/Editor:</b>	Arthur L. Wilson and Elisabeth R. Hayes
<b>APA Citation:</b>	Wilson, A.L., & Hayes, E.R. (2000). <i>Handbook of adult and continuing education</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. Adult education scholars, program administrators, and teachers have depended on these rich handbooks to develop or refine

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	<p>their own understanding and approaches to everyday practice. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume—exploring significant issues that affect the study and practice of adult and continuing education today.</p> <p>Using a critically reflective approach, this edition differs from its predecessors by combining the results of formal investigation with the wisdom of practical experience. The authors present multiple insights and observations to help adult educators make informed choices in a profession that has become enormously challenging and complex. The chapters cover a wealth of topics, including:</p> <ul style="list-style-type: none"> <li>• The role of critical reflection in professional practice</li> <li>• Linking adult learning to context</li> <li>• Learning from experience</li> <li>• Adult learning for self-development</li> <li>• Race and culture in adult learning</li> <li>• Perspectives on teaching adults</li> <li>• Planning and administering adult educational programs</li> <li>• Technology and distance learning</li> <li>• Adult literacy and English-as-a-second language</li> <li>• Adult education and human resource development</li> <li>• Learning in the workplace</li> <li>• Adult education for community action and development</li> <li>• Adult education in corrections, the military, cooperative extension, higher education, community colleges, religious settings and other contexts</li> <li>• Adult education for older adults, adults in urban contexts, formal mentoring programs, prior learning assessment for experienced adults, and other audiences</li> <li>• Policies, politics, and philosophies in adult education</li> <li>• Constructing knowledge for and about adult education</li> <li>• The professionalization of adult education and its role in ‘learning societies’</li> </ul> <p>It has been over ten years since the last <i>Handbook of Adult and Continuing Education</i> investigated the practical and academic dimensions of the field. Much more than a catalogue of theory and historical facts, this new edition strongly reflects the values of a field dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices. It is a long-awaited resource that brings fresh advice and strategies to thoughtful adult educators, administrators and scholars.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>A Hidden Wholeness: The Journey Toward An Undivided Life</i>
<b>Author/Editor:</b>	Parker J. Palmer
<b>APA Citation:</b>	Palmer, P.J. (2004). <i>A hidden wholeness: The journey toward an undivided life</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	At a time when many of us seek ways of working and living that are more resonant with our souls, <i>A Hidden Wholeness</i> offers insight into our condition and guidance for finding what we seek—within

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	<p>ourselves and with each other.</p> <p>‘The soul is generous: it takes in the needs of the world. The soul is wise: it suffers without shutting down. The soul is hopeful: it engages the world in ways that keep opening our hearts. The soul is creative: it finds its way between realities that might defeat us and fantasies that are mere escapes. All we need to do is bring down the wall that separates us from our own souls and deprives the world of the soul’s regenerative powers’.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Information Literacy Competency Standards for Higher Education</i>
<b>Author/Editor:</b>	Association of College & Research Libraries
<b>APA Citation:</b>	Information literacy competency standards for higher education. (2000). [Brochure]. Chicago: Association of College & Research Libraries.
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Inspiring Students: Case Studies in Motivating the Learner</i>
<b>Author/Editor:</b>	Stephen Fallows and Kemal Ahmet
<b>APA Citation:</b>	Fallows, S. and Ahmet, K. (1999). <i>Inspiring Students: Case Studies in Motivating the Learner</i> . London: Kogan Page Limited.
<b>Book Description:</b>	<p>Many teachers, tutors and lecturers face the task of teaching their subject to students whose main learning interest lies elsewhere. Indeed, this is a situation that arises wherever it is deemed necessary that students gain an understanding of subjects which underpin their primary disciplines. The issues associated with teaching required courses or, put more bluntly, teaching students with little or no interest in the subject in question, are traditionally linked with courses in mathematics, statistics and quantitative methods. However, with increasing modularity and the implementation of key skills into higher education courses, these problems are now an issue for large numbers of staff, in all disciplines and in all institutions.</p> <p>This practical and stimulating book explores in detail the issues and approaches to inspiring and motivating students on required courses. Using a wide range of case studies from around the world, it presents the ideas, approaches and proven solutions to the problems faced by many, with the goal of enabling readers to develop approaches to inspiring their own students to become independent and well-motivated learners.</p> <p><i>Inspiring Students</i> covers a wide-range of approaches and subjects, including:</p> <ul style="list-style-type: none"> <li>• Experiential learning;</li> <li>• Problem-based learning;</li> <li>• Science for non-scientists;</li> <li>• Mathematics and statistics;</li> <li>• Computing and IT;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Communication skills;</li> <li>• Research and information skills;</li> <li>• Interdisciplinary studies.</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Journal of Faculty Development</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Joy of teaching</i>
<b>Author/Editor:</b>	Peter Filene
<b>APA Citation:</b>	Filene, P. (2005). <i>The joy of teaching</i> . Chapel Hill, NC: The University of North Carolina Press.
<b>Book Description:</b>	<p>Gathering concepts and techniques borrowed from outstanding college professors, <i>The Joy of Teaching</i> provides helpful guidance for new instructors developing and teaching their first college courses.</p> <p>Award-winning professor Peter Filene proposes that teaching should not be like a baseball game in which the instructor pitches ideas to students to see whether they hit or strike out. Ideally, he says, teaching should resemble a game of Frisbee in which the teacher invites students to catch ideas and pass them on.</p> <p>Rather than prescribe any single model for success, Filene lays out the advantages and disadvantages of various pedagogical strategies, inviting new teachers to make choices based on their own personalities, values, and goals. Filene tackles everything from syllabus writing and lecture planning to class discussions, grading, and teacher-student interactions outside the classroom. The book's down-to-earth, accessible style makes it appropriate for teachers in all fields. Instructors in the humanities, the social sciences, and the natural sciences will all welcome its invaluable tips for successful teaching and learning.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Learning and Development: Making Connections to Enhance Teaching</i>
<b>Author/Editor:</b>	Sharon L. Silverman and Martha E. Casazza
<b>APA Citation:</b>	Silverman, S.L., & Casazza, M.E. (2000). <i>Learning and development: Making connections to enhance teaching</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	Comprehensive yet easy to follow, <i>Learning and Development</i> is designed to help faculty, student affairs professionals, and other educators understand how students learn and what they can do to foster student achievement. Sharon Silverman and Martha Casazza reveal how diverse developmental needs—such as lack of self-esteem or cultural alienation—can be at the root of a

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	<p>student's learning difficulties. They draw from the latest theory and research to explore the critical connection between learning and development in six key areas:</p> <ul style="list-style-type: none"> <li>• Self and identity</li> <li>• Motivation</li> <li>• Interaction with the environment</li> <li>• Ways of knowing</li> <li>• Learning styles and preferences</li> <li>• Self-regulation and goal setting</li> </ul> <p>The authors also present six case studies to show how educators can assess and resolve learning problems while enriching and advancing their own teaching expertise. Written in clear, nontechnical language, <i>Learning and Development</i> provides useful, systematic approaches for making connections between teaching and learning.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Management Fads in Higher Education: Where They Come From, What They Do, Why They Fail</i>
<b>Author/Editor:</b>	Robert Birnbaum
<b>APA Citation:</b>	Birnbaum, R. (2000). <i>Management fads in higher education: Where they come from, what they do, why they fail</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	<p>When is a management innovation truly a good idea, and when is it only a fad? In this thoughtful and engaging book, Robert Birnbaum takes a critical look at the rise and fall of management fads in higher education since the 1960s. He shows higher education administrators and faculty how to move beyond the hype of new fads to make wise, informed decisions and adopt sound management policies.</p> <p>Birnbaum first introduces some novel ideas about fads and carefully analyzes the historical development of seven major management systems in higher education: Planning Programming Budgeting System, Management by Objectives, zero-base budgeting, strategic planning, benchmarking, Total Quality Management, and Business Process Reengineering. From these detailed histories, he develops a model for understanding the life cycle of management innovations, including their creation, development, and eventual adoption or abandonment. The author also explains the social and environmental factors that make educational institutions vulnerable to fads, plus the psychological processes that may lead managers to support failing fads.</p> <p>Finally, Birnbaum explores both the negative and the positive consequences of management fads. Fads often create significant educational and organizational problems, but they are an essential source of good ideas that may be of great value to colleges and universities. He suggests what academic managers can do to maximize the organizational benefits of new management techniques while minimizing their institutional costs. This comprehensive resource can help administrators and faculty become effective academic leaders who understand how management innovations can be used to strengthen the educational and social purposes of higher education.</p>
<b>Status:</b>	<b>Not Checked Out</b>

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Name of Book:</b>	<i>The Manager's Pocket Guide to generation X</i>
<b>Author/Editor:</b>	Bruce Tulgan
<b>APA Citation:</b>	Tulgan, B. (1997). <i>The Manager's Pocket Guide to generation X</i> . Minneapolis, MN: Lakewood Publications.
<b>Book Description:</b>	<p>How do we recruit and train the best and the brightest Xers? How do we keep them challenged and productive, and smoothly integrate them into the existing workforce? And, how do we keep the best ones from moving on?</p> <p>If you find yourself asking questions like these, you can't afford to miss this new book! Written by the foremost authority on Generation X in the workplace, <i>The Manager's Pocket Guide to Generation X</i> explains in simple terms what makes Generation X employees different, and outlines how you can put their unique skills and character traits to work on behalf of your company or organization.</p> <p>This Pocket Guide includes:</p> <ul style="list-style-type: none"> <li>• A concise description of Generation Xers and why they're uniquely suited to help their employers compete effectively in the new global marketplace</li> <li>• Answers to the most commonly asked questions about Generation X (Are they really slackers? Do they really have short attention spans?)</li> <li>• 50 observations in the words of Xers who describe their own positive and negative work experiences with management</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Measuring Up 2000: The state-by-state report card for Higher Education</i>
<b>Author/Editor:</b>	The National Center for Public Policy and Higher Education
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	<p><i>Measuring Up 2000</i> grades the states on their performance in higher education. States are responsible for preparing students for higher education through sound K-12 systems. The states provide most of the public financial support—more than \$57 billion in 1999—for colleges and universities. Through their oversight, or governance, of public colleges and universities, state leaders shape the number and kinds of education programs in the state. They determine the limits of financial support and often influence tuition and fees for public colleges and universities. They decide how much state-based financial aid to make available to students and their families, and they determine the eligibility requirements for aid—which affect students attending both public and private colleges and universities. And state economic development policies influence the income advantage that resident receive from holding a college degree.</p> <p>Many other publications offer ratings and rankings of colleges around the country. <i>Measuring Up</i> grades states—not individual colleges and universities—on their performance in higher education because it is the states that establish basic guidelines for education and training beyond high school.</p>
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>The Mentor's Guide: Facilitating Effective Learning Relationships</i>
<b>Author/Editor:</b>	Lois J. Zachary
<b>APA Citation:</b>	Zachary, L.J. (2000). <i>The mentor's guide: Facilitating effective learning relationships</i> . San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	Thoughtful and rich with advice, <i>The Mentor's Guide</i> explores the critical process of mentoring and presents practical tools for facilitating the experience from the beginning to the end. It is based on Laurent A. Daloz's popular and widely used concept that mentoring is a learning journey in which the mentor and mentee serve as companions along the way. Now managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on worksheets and exercises in this unique resource. Readers will learn how to: <ul style="list-style-type: none"> <li>• Assess their readiness to become a mentor</li> <li>• Establish the relationship</li> <li>• Set appropriate goals</li> <li>• Monitor progress and achievement</li> <li>• Avoid common pitfalls</li> <li>• Bring the relationship to a natural conclusion</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>My Freshman Year: What A Professor Learned By Becoming A Student</i>
<b>Author/Editor:</b>	Rebekah Nathan
<b>APA Citation:</b>	Nathan, R. (2005). <i>My freshman year: What a professor learned by becoming a student</i> . New York, NY: Penguin Books.
<b>Book Description:</b>	After fifteen years of teaching anthropology at a large university, Rebekah Nathan had become baffled by her own students. Their strange behavior—eating meals at their desks, not completing reading assignments, remaining silent through class discussions—made her feel as if she were dealing with a completely foreign culture. So Nathan decided to do what anthropologists do when confused by a different culture: Go live with them. She enrolled as a freshman, moved into the dorm, ate in the dining hall, and took a full load of courses. And she came to understand that being a student is a pretty difficult job, too. Her discoveries about the contemporary undergraduate culture are surprising and her observations are invaluable, making <i>My Freshman Year</i> essential reading for students, parents, and faculty alike.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>A New Vision For Staff Development</i>
<b>Author/Editor:</b>	Dennis Sparks and Stephanie Hirsh
<b>APA Citation:</b>	Sparks, D., & Hirsh, S. (1997). <i>A new vision for staff development</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
<b>Book Description:</b>	Staff development is undergoing profound change as traditional approaches fall short of current needs and educators face new challenges. Gone are the days when teachers were the primary and passive recipients of 'sit and get' training. Today, say Dennis Sparks and Stephanie Hirsh, effective

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	<p>staff development is targeting <i>everyone</i> who affects student learning, and the total organization—not just the individual—is improving through multiple forms of learning. In addition, teachers and administrators throughout school systems are taking on staff development responsibilities that once were handled by a single department.</p> <p>Sparks and Hirsh tell how ‘three powerful ideas’—results - driven education, systems thinking, and constructivism—are shaping the new staff development, and they describe how the focus has shifted from the district to the school, from fragmented efforts to comprehensive plans, from adult needs to student needs, from off-site training to job-embedded learning, and from generic skills to a combination that includes content-specific skills as well.</p> <p>At the heart of their discussion are examples of districts and schools throughout the nation that are at the forefront of the new staff development. Quoting extensively from practicing educators who are leading the way, Sparks and Hirsh provide firsthand accounts of how these people are handling the transition, overcoming roadblocks, devising solutions, and creating staff development that works. The goal is clear, they say: improved performance—by students, staff, and the organization.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Online Teaching Guide: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom</i>
<b>Author/Editor:</b>	Ken W. White and Bob H. Weight
<b>APA Citation:</b>	White, K.W., & Weight, B.H. (2000). <i>The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom</i> . Needham Heights, MA: Allyn & Bacon.
<b>Book Description:</b>	For anyone preparing to teach online, <i>The Online Teaching Guide</i> is a one-of-a-kind resource for developing and implementing an effective online course. Its contributing authors focus on the interpersonal aspect of online teaching and learning, offering a wealth of useful strategies to sharpen your instructional skills. You’ll learn how to keep your class interpersonal, how to communicate effectively with your students, how to facilitate groups and discussions, and how to give and get feedback in the online class. From the basics to online teaching to techniques, tools, and methods for effective online communication, <i>The Online Teaching Guide</i> addresses the breadth of conceptual and practical issues related to the online classroom, helping you overcome the challenges that confront all online instructors.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>#Open Textbook Tweet: Driving the Awareness and Adoption of Open Textbooks</i>
<b>Author/Editor:</b>	Sharyn Fitzpatrick
<b>APA Citation:</b>	Fitzpatrick, S. (2010). <i>#Open Textbook Tweet: Driving the Awareness and Adoption of Open Textbooks</i> . Cupertino, CA: THINKaha.
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

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<b>Name of Book:</b>	<i>Planning Programs For Adult Learners: A Practical Guide For Educators, Trainers, And Staff Developers</i>
<b>Author/Editor:</b>	Rosemary S. Caffarella
<b>APA Citation:</b>	Caffarella, R.S. (2002). <i>Planning programs for adult learners: A practical guide for educators, trainers, and staff developers</i> (2 <sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
<b>Book Description:</b>	<b>This second edition</b> of Rosemary Caffarella's classic book, <i>Planning Programs for Adult Learners</i> , offers a concrete how-to guide and resource book for planning educational and training programs for adults in a variety of settings, from the corporate sector to educational organizations. This thoroughly revised and expanded resource includes a wealth of new material and fresh examples including the significance of discerning the planning context, the importance of addressing power dynamics and ethical issues encountered in the planning process, and current information about incorporating technology into the development and practice of adult education and training programs.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Practically Speaking: A Sourcebook for Instructional Consultants in Higher Education</i>
<b>Author/Editor:</b>	Kathleen T. Brinko and Robert J. Menges
<b>APA Citation:</b>	Brinko, K.T., & Menges, R.J. (Eds.). (1997). <i>Practically speaking: A sourcebook for instructional consultants in higher education</i> . Stillwater, OK: New Forums Press, Inc.
<b>Book Description:</b>	<p>Many community colleges, four-year colleges, universities, and professional schools offer consultation to enhance instruction. Instructional consultation is widely regarded as a powerful intervention for improving teaching and learning. No service provided by teaching centers has greater potential for producing deep and enduring effects on teachers and their teaching. The National Center on Postsecondary Teaching, Learning, and Assessment sponsored the Project on Instructional Consultation to develop materials for training and evaluating consultation. Over a three-year period, project team members reviewed the literature to determine skills and attributes needed by an instructional consultant, gathered information from practicing consultants through structured telephone interviews and a written survey, and assembled a think tank of experts in instructional consultation to analyze data and give direction to the project. This sourcebook is the result of the think tank's work.</p> <p><i>Practically Speaking</i> constitutes a uniquely comprehensive resource about instructional consultation in higher education:</p> <ul style="list-style-type: none"> <li>• Eleven chapters address the skills and techniques of instructional consultation,</li> <li>• Seven chapters describe programmatic approaches to instructional consultation,</li> <li>• Eight chapters discuss the context of instructional consultation,</li> <li>• Three chapters address the evaluation of instructional consultation, and</li> <li>• Eight chapters describe the training programs for both novice and experienced instructional consultants</li> </ul> <p>The activities discussed in these chapters and the internationally recognized experts who write about them reflect the institutional diversity of postsecondary education in the United States and Canada, including community and technical colleges, four-year colleges, universities, and professional schools.</p>

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	<i>Practically Speaking</i> contains state-of-the-art information about instructional consultation, written specifically for practicing instructional consultants, prospective consultants, and those who wish to train others to provide consultation. In a thoughtful blend of research-based principles and practical advice, it <b>'speaks practically'</b> to all who are interested in improving the quality of postsecondary teaching.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Skillful Teacher: Building Your Teaching Skills</i>
<b>Author/Editor:</b>	Jon Saphier and Robert Gower
<b>APA Citation:</b>	Saphier, J., & Gower, R. (1997). <i>The skillful teacher: Building your teaching skills</i> . Acton, MA: Research for Better Teaching, Inc.
<b>Book Description:</b>	<p>We have written this book to assist teachers in their efforts to build greater competence in teaching skills. Our values are obvious. We believe that many things are important for good schools: curriculum is important; parent involvement is important; having a clean, safe building is important. But of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes, and can do. That is where the rubber meets the road in our business. Everything, literally everything, else we do is in service of empowering that relationship and what can happen in the learning environment teachers create for students with the resources they have.</p> <p>We believe that a teacher's skill makes a difference in student performance, not only in achievement scores on tests (as important as that might be), but in students' sense of fulfillment in school and their feelings of well-being. We do not mean to imply that being skillful substitutes for other human qualities; but we will argue that, whatever else teachers do, they perform in the classroom and their actions set the stage for students' experiences. Therefore only a skillful performance will do.</p> <p>As the chapters of this book unfold, our exploration of teaching will be guided by three key concepts: comprehensiveness, repertoire, and matching.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Strategies for Staff Development: Personal and Professional Education in the 21<sup>st</sup> Century</i>
<b>Author/Editor:</b>	William A. Bryan and Robert A. Schwartz
<b>APA Citation:</b>	Bryan, W.A., & Schwartz, R.A. (Eds.). <i>Strategies for staff development: Personal and professional education in the 21<sup>st</sup> century</i> . <i>New Directions for Student Services</i> , 84.
<b>Book Description:</b>	With the increasing demands from numerous higher education constituencies, student affairs educators can let their minds run wild as they ponder potential changes to the campus culture in the twenty-first century. Central to the delivery of quality learning opportunities and services for students in the next century is an educated, energetic, motivated management and support staff in tune with their campus milieu and committed to their institution's mission. In turn, campus environments must be supportive of the development of the human capital recruited to carry out the mission of the university. Educators can bemoan the many challenges in higher education and

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	how they inhibit commitment to staff development; however, we must be creative in identifying strategies to overcome the barriers that at times seem so impassable. This volume is meant to generate discussion, thought, and questions regarding staff development. It explores the nature of staff development and emphasizes the fact that staff development takes place on different levels, in different settings, from individuals to national associations. Its success depends on the development of positive relationships among many elements in higher education. The diverse nature of the profession of student affairs, the vast array of institutions, and the incredible variety of student affairs professionals demand a wide range of opportunities and possibilities for personal and professional development.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Successful Beginnings for College Teaching: Engaging your students from the first day</i>
<b>Author/Editor:</b>	Angela Provitera McGlynn
<b>APA Citation:</b>	McGlynn, A.P. (2001). <i>Successful beginnings for college teaching: Engaging your students from the first day</i> . Madison, WI: Atwood Publishing.
<b>Book Description:</b>	<p><b>If you're a college teacher</b>, the first days of each course you teach are the most critical of the term. The tone you set in your classroom in the beginning will either grab your students or 'lose' them—whether 'lose' means losing students physically (they drop the course) or psychologically (they simply 'tune out' for the duration of the term).</p> <p>In <i>Successful Beginnings for College Teaching</i>, veteran instructor Angela Provitera McGlynn shows you the many tools and strategies you can employ to get your classes off to a positive, fruitful start—right from the very first day. You'll learn how to make your expectations clear, create a welcoming classroom atmosphere, motivate your students for the long haul, and keep your students involved through the inevitable 'midsemester blahs' and on to the end of the term. You'll also explore how to deal with an increasingly common and disturbing classroom problem—student incivility—so that all of your students can learn in an inclusive, safe environment that is free from frustrating distractions.</p> <p>Whether you're a full-time professor, an adjunct instructor, or a graduate teaching assistant, <i>Successful Beginnings for College Teaching</i> will help you engage your students—particularly if you're new to the field—so that they 'stick around' (physically and psychologically!) and gain the most they can from your course.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>SUCCESSFUL SELF-MANAGEMENT: A Psychologically Sound Approach To Personal Effectiveness</i>
<b>Author/Editor:</b>	Paul R. Timm, Ph.D.
<b>APA Citation:</b>	Timm, P. R. (1987) <i>SUCCESSFUL SELF-MANAGEMENT A Psychologically Sound Approach To Personal Effectiveness</i> . Los Altos, CA: Crisp Publications, Inc.
<b>Book Description:</b>	Paul R. Timm is author of eleven best selling books on management, communications, human relations, and supervision. <i>SUCCESSFUL SELF-MANAGEMENT</i> is based on his experience in the military, the business world, and the college classroom.

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	A strong believer in knowledge that can be immediately applied, Timm also serves as president of The Paul R. Timm Group, a firm that provides success coaching to thousands of people via seminars and related materials. Dr. Timm practices what he writes and enjoys watching others use the principles presented in <i>SUCCESSFUL SELF-MANAGEMENT</i> to enrich their lives.
<b>Status:</b>	Not Checked Out

<b>Name of Book:</b>	<i>Taking Learning to Task: Creative Strategies for Teaching Adults</i>
<b>Author/Editor:</b>	Jane Vella
<b>APA Citation:</b>	Vella, J. (2000). <i>Taking learning to task: Creative strategies for teaching adults</i> . San Francisco, CA: Jossey-Bass, Inc.
<b>Book Description:</b>	<p>Known for her work in popular education and her worldwide teaching experience, Jane Vella has significantly changed the way we view adult learning. In <b>Learning to Listen, Learning to Teach</b>, she introduced twelve principles of learning-centered education; in <b>Training Through Dialogue</b>, she presented a step-by-step approach to training the trainer; and in <b>How Do They Know They Know?</b> Vella and her colleagues showed how to evaluate and improve adult learning programs. These books rest on one basic assumption: that learning is most effective when teachers involve their students in the learning process.</p> <p>In <b>Taking Learning to Task</b>, Vella builds on her earlier books and shifts the spotlight from teaching tasks to learning tasks. Unlike traditional teaching methods, learning tasks are open questions that lead to open dialogue between teacher and learner. Vella draws from current theory and practice to explore the meaning and power of learning tasks.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Teaching At Its Best: A Research-Based Resource for College Instructors</i>
<b>Author/Editor:</b>	Linda B. Nilson
<b>APA Citation:</b>	Nilson, L.B. (2003). <i>Teaching at its best: A research-based resource for college instructors</i> (2 <sup>nd</sup> ed.). San Francisco, CA: Anker Publishing Company, Inc.
<b>Book Description:</b>	<p>This best-selling handbook is an essential toolbox—a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. It is now newly revised and expanded to cover more on the topics relevant to today’s classroom such as technology and the Internet, problem-based learning, diversity, service learning, and faculty evaluation systems.</p> <p>While retaining the proven, practical information from the first edition, this revision also includes entirely new sections on teaching with laptops, course portfolios, three new sections on teaching problem solving, and a new chapter on getting your students to do readings. Other new sections include learning and adult learning, the learning-centered syllabus, the cognitive profile learning styles model, and newly written chapters on classroom management/incivility, academic honesty, and grading.</p> <p>Rich with quick tips on a wide range of current issues, this is a guide that all instructors will</p>

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	continuously refer to for development and support of their teaching.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Thinking About Teaching And Learning: Developing Habits of Learning with First Year College and University Students</i>
<b>Author/Editor:</b>	Robert Leamnson
<b>APA Citation:</b>	Leamnson, R. (1999). <i>Thinking about teaching and learning: Developing habits of learning with first year college and university students</i> . Sterling, VA: Stylus Publishing, LLC.
<b>Book Description:</b>	<p>Here is a compelling read for all teachers in higher education who want to refresh or reexamine their classroom practice.</p> <p>Building on the insights offered by recent discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, Robert Leamnson proceeds to the practical details of instruction that teachers are most interested in—the things that make or break teaching.</p> <p>Always practical and thoughtful, the author provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for those facing a cohort of first-year students less prepared for college and university. He is concerned to develop in his students habits and skills that will equip them for a lifetime of learning.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of VHS:</b>	<i>Training Workshop: Faculty Performance &amp; Review Teams</i>
<b>Author/Editor:</b>	Cosumnes River College Sacramento, Media Center
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b># of Copies:</b>	2
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Web-Based Student Services For Online Learners</i>
<b>Author/Editor:</b>	Western Cooperative For Educational Telecommunications (WCET)
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>What Matters in College? Four Critical Years Revisited</i>
<b>Author/Editor:</b>	Alexander W. Astin
<b>APA Citation:</b>	Astin, A.W. (1993). <i>What matters in college: Four critical years revisited</i> . San Francisco, CA: Jossey-Bass.

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<b>Book Description:</b>	In <i>What Matters in College?</i> Astin presents a completely new and expanded study of how students change and develop in college—and reveals how colleges can enhance that development. Based on a study of more than 20,000 students, 25,000 faculty members, and 200 institutions, the book shows how academic programs, faculty, student peer groups, and other variables affect students' college experiences, and how these factors can shape students' personalities and behavior; values and beliefs; and academic, cognitive, and career development.  This paperback edition includes a new introduction that revisits the findings of the original work in light of the author's most recent investigations on college students.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Who Moved My Cheese? An A-Mazing Way To Deal With Change In Your Work And In Your Life</i>
<b>Author/Editor:</b>	Spencer Johnson
<b>APA Citation:</b>	Johnson, S. (1998). <i>Who Moved My Cheese?</i> New York, NY: G. P. Putnam's Sons
<b>Book Description:</b>	It would be all so easy if you had a map to the maze. If the same old routines worked. If they'd just stop moving "The Cheese." But things keep changing. <i>Who Moved My Cheese?</i> "I'm giving this book to colleagues and friends because Spencer Johnson's storytelling abilities and unique insights make this a rare book that can be read and understood quickly by everyone who wants to succeed in these changing times." (Randy Harris, Former Vice-Chairman, MERRILL LYNCH INTERNATIONAL)
<b>Status:</b>	<b>Not Checked Out</b>

## Student Development

<b>Name of Book:</b>	<i>Campus Confidential: The Complete Guide to the College Experience by Students for Students</i>
<b>Author/Editor:</b>	Robert H. Miller
<b>APA Citation:</b>	Miller, R.H. (2006). <i>Campus confidential: The complete guide to the college experience by students for students</i> . San Francisco, CA; Jossey-Bass.
<b>Book Description:</b>	Don't get to the end of your college career wishing you had 'figured it all out' sooner. If you want to know what to do and what <i>not</i> to do to take full advantage of the opportunities for educational and social growth and success in college—this is the book for you!  <i>Campus Confidential</i> is the <i>ultimate</i> insider's guide to surviving and thriving in college. Written in a friendly, conversational style, <i>Campus Confidential</i> offers a comprehensive, chronological treatment of the college experience by the author, a Yale graduate, and a blue-ribbon panel of fourteen diverse 'mentors' from colleges and universities around the country. But this is not just another fluff-filled freshman handbook. <i>Campus Confidential</i> is the <i>complete</i> guide to the college experience—providing solid, road-tested advice for every stage of the process, from high school students getting ready to apply, to college seniors looking for jobs or applying to graduate school,

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	<p>and everything in between.</p> <p><i>Campus Confidential</i> first takes you step-by-step through the college admissions process, with chapters on how to conduct a productive college search, prepare for the SAT, write effective applications, and use the famed 'Relevance Calculus' to choose the college that best matches your interests. It then discloses the ten things you <i>must</i> do as soon as you arrive on campus.</p> <p><i>Campus Confidential</i> takes you through a goal-setting workshop at the beginning of each year of college, teaches you how to stay safe on campus, demystifies fraternities and sororities, and provides advice on living with roommates, developing effective study habits and time management strategies, choosing a major, making choices about sex, drugs, and alcohol, acing final exams and term papers, going abroad, writing a thesis, deciding what to do after college, and much, much more.</p> <p>Simply put, <i>Campus Confidential</i> is the one 'must-have,' complete college survival handbook that you cannot afford to be without.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>College Learning and Study Skills (4th Edition)</i>
<b>Author/Editor:</b>	Longman, D. G., & Atkinson, R.H.
<b>APA Citation:</b>	Longman, D.G., & Atkinson, R.H. (1996). <i>College Learning and Study Skills (4th ed.)</i> . St. Paul, MN: West Publishing Company
<b>Book Description:</b>	We wrote the first, second, and third editions of <i>College Learning and Study Skills</i> to help students succeed and prosper in college. Specifically, we intended to help students develop strategies for time management, study skills, test taking, using their libraries, and writing research papers. In addition, we sought to accomplish four objectives: to provide information in a context suitable for postsecondary developmental learners; to help postsecondary developmental students become more active learners; to explain the mental processes involved in learning/ and to incorporate recent theories and research into reading and study skills instruction at the postsecondary level.
<b>Status:</b>	Not Checked Out

<b>Name of Book:</b>	<i>The Community College Experience</i>
<b>Author/Editor:</b>	Amy Baldwin
<b>APA Citation:</b>	Baldwin, A. (2005). <i>The community college experience</i> . Saddle River, NJ: Pearson Education, Inc.
<b>Book Description:</b>	<p><i>The Community College Experience</i> is a unique book that speaks to a growing and significant body of students. Clear and sensible, it provides a new perspective for those students just leaving high school as well as those returning to academia through the community college system.</p> <p><i>The Community College Experience</i></p> <ul style="list-style-type: none"> <li>• presents valuable information for adjusting to and transitioning into college.</li> <li>• addresses personal and academic issues that are important to this specific group of students.</li> </ul>

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	<ul style="list-style-type: none"> <li>offers encouragement in a straightforward, honest manner.</li> </ul> <p>Features include:</p> <p><b>Student Profiles</b>—offering true and easily relatable connections for students.</p> <p><b>Integrity Matters</b>—addressing how attitude and maturity influence success.</p> <p><b>From College to University</b>—aiding students who transfer to a four-year university.</p> <p><b>From College to Career</b>—aiding students who go directly from college into a career.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Cornerstone: Building on Your Best (4th Edition)</i>
<b>Author/Editor:</b>	Sherfield, R. M., Montgomery, R. J., & Moody P. G.
<b>APA Citation:</b>	Sherfield, R. M., Montgomery, R. J., & Moody P. G. (2005). <i>Cornerstone: Building on Your Best (4th ed.)</i> . Upper Saddle River, NJ: Pearson Prentice Hall
<b>Book Description:</b>	<p>Always known for its concrete applications, the fourth edition of <i>Cornerstone: Building on Your Best</i> builds on that strength by providing accessible models, real-life examples, and practical strategies that students can successfully apply in their own academic and personal lives.</p> <p>Special features:</p> <ul style="list-style-type: none"> <li>Updated and enhanced At This Moment self-assessments guide students through goal setting and self-reflection exercises that foster academic, personal, and social self-improvement.</li> <li>Expanded Blueprints for Change include real-life case studies that personalize chapter concepts, with activities that help students develop critical thinking and problem-solving skills.</li> <li>A Change Implementation Model in Chapter 1 guides students through a practical five-step process for designing and implementing strategies for positive change.</li> <li>A new Chapter 3, <i>Persist</i>, helps students learn skills and locate the resources necessary to navigate the waters of academic life.</li> </ul>
<b>Status:</b>	Not Checked Out

<b>Name of Book:</b>	<i>The Evolution of American Educational Technology</i>
<b>Author/Editor:</b>	Paul Saettler
<b>APA Citation:</b>	Saettler, P. (1990). <i>The evolution of American educational technology</i> . Greenwich, CT: Information Age Publishing.
<b>Book Description:</b>	The history of technology (and of science, for that matter) is a relatively new professional area for historians that, with the great explosion in technology occurring in this century, has become increasingly popular. In a large sense, Paul Saettler's work is in this new tradition. The history of technology is a difficult area to work in, as Lynn White, Jr. one of the leading historians in this field, has pointed out. Knowledge in the general area of the history of technology is as yet so sketchy that some of the existing compilations have been referred to as the 'codification of error.' Historical work in all aspects of technology is badly needed. Hence, the present book is especially valuable in

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	adding to our knowledge of technology in education.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Exploring the Internet Using Critical Thinking Skills: A Self-Paced Workbook For Learning To Effectively Use The Internet And Evaluate Online Information</i>
<b>Author/Editor:</b>	Debra Jones
<b>APA Citation:</b>	Jones, D. (1998). <i>Exploring the internet using critical thinking skills: A self-paced workbook for learning to effectively use the internet and evaluate online information</i> . New York, NY: Neal-Schuman Publishers, Inc.
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Foundations: A Reader for New College Students</i>
<b>Author/Editor:</b>	Virginia N. Gordon and Thomas L. Minnick
<b>APA Citation:</b>	Gordon, V.N., & Minnick, T.L. (2002). <i>Foundations: A reader for new college students</i> (2 <sup>nd</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.
<b>Book Description:</b>	This unique collection of articles helps you get a head start on exploring critical questions important to your success. <i>Why am I in college? What can I expect and how will I change? How can I succeed academically? How does technology affect me? What should I know about careers? What are my rights and responsibilities? What is diversity and why is it important to me? Does life after college mean future success or future shock?</i> <b>Virginia N. Gordon</b> and <b>Thomas L. Minnick</b> include several articles on each topic, giving you the chance to consider a number of different perspectives. Featuring many new articles, this Second Edition adds coverage of the Internet and researching online, legal issues involved in using online material, email and other electronic communication, distance learning, values, racism, career patterns for the 21 <sup>st</sup> century, and many other topics. Both timeless and current, <i>Foundations</i> is a great beginning to your college career.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	LEARNING SUCCESS: Being Your Best at College & Life (3rd Edition)
<b>Author/Editor:</b>	Wahlstrom, C., & Williams B. K.
<b>APA Citation:</b>	Wahlstrom, C., & Williams B. K. (2002). LEARNING SUCCESS: Being Your Best at College & Life (3rd ed.). Belmont, CA: Wadsworth Thomson Learning
<b>Book Description:</b>	LEARNING SUCCESS: Bring Your Best at College & Life is a college textbook intended for use in College Success and First-Year Experience courses. We have written the book not only for traditional students but also for part-timers, parents, working students, commuters, and other nontraditional students.  The book provides a practical philosophy based on action. Our goal is to help students... <ul style="list-style-type: none"> <li>• be the best in college: We show students how to master the academic and personal skills</li> </ul>

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	<p>needed to succeed in higher education-how to manage their time, improve their reading and note-taking skills, handle finances, work toward their career goals, and so on.</p> <ul style="list-style-type: none"> <li>• and thus be the best in life: We show students how the skills one needs for success in college are the same skills one needs for success in life-in work, in relationships, in stress management, in finances. We pay great attention to the connection between higher education and achieving one's goals in life.</li> </ul> <p>The Three Secrets to College &amp; Life Success</p> <ul style="list-style-type: none"> <li>▪ SECRET # 1 – STAYING POWER: Persistence, commitment, and discipline are necessary for achievement-in college and out.</li> <li>▪ SECRET #2 – MINDFULNESS: Becoming a mindful learner and thinker lead to greater success-in college and out.</li> <li>▪ SECRET #3-INFORMATION LITERACY: Achieving information literacy means learning how to find, evaluate, and use information of all kinds.</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>RIGHT FROM THE START: Taking Charge of Your College Success (4th Edition)</i>
<b>Author/Editor:</b>	Holkeboer, R., & Walker, L.
<b>APA Citation:</b>	Holkeboer, R., & Walker, L. (2004). <i>RIGHT FROM THE START Taking Charge of Your College Success (4th ed.)</i> . Belmont, CA: Wadsworth Thomson Inc.
<b>Book Description:</b>	<p>Open this book and you're already on the right track. You'll discover success in no accident, nor necessarily the by-product of exceptional brain power. From the very first pages of <i>RIGHT FROM THE START</i>, you'll begin to take charge of your academic life and, at the same time, learning skills to ensure personal and professional success.</p> <p>Emphasizing self-management and strategic planning, Robert Holkeboer and Laurie Walker use "Five Principles of Learning" throughout this book to promote the kind of individual and collaborative learning that can bring success. You'll practice identifying problems, considering possible solutions, selecting the best ones- so you can take action! Through a variety of practical hands-on applications, <i>RIGHT FROM THE START</i> encourages you to think critically about your habits and how they relate to chapter topics. Each chapter begins with a "Self-Assessment" and ends with a strategic plan, "Analyze This," where you create your own personal action plan for success.</p> <p>Step by step, this book helps you meet the challenges you may face during your fist week of college, master key academic and study skills, and, perhaps most importantly, deal with personal and interpersonal issues that are part of the successful college experience.</p>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Supercharge Your Study Skills: From F to Phi Beta Kappa</i>
<b>Author/Editor:</b>	Lance O. Ong
<b>APA Citation:</b>	Ong, L.O. (2004). <i>Supercharge your study skills: From F to Phi Beta Kappa</i> . San Francisco, CA: Chromisphere Press.
<b>Book Description:</b>	Are you looking for straightforward advice on studying well? With this book you will gain—in short reading—the knowledge that would take you years to acquire. You will discover hundreds of tips

**Note: All book descriptions were taken from the book jacket, cover, or preface.**

	<p>and find easy-to-digest instructions with illustrations, examples, and checklists. Whether you are in your first year or your fourth, <i>From F to Phi Beta Kappa</i> gives you expert guidance on study strategies that will take you to graduation.</p> <p>You will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Increase study efficiency</li> <li>▪ Improve grades</li> <li>▪ Reduce stress</li> <li>▪ Reach your potential faster</li> <li>▪ Gain the most from your college education</li> </ul> <p><i>From F to Phi Beta Kappa</i> is:</p> <ul style="list-style-type: none"> <li>▪ Suitable for all majors</li> <li>▪ Tailored for students whose grades range from B to F</li> <li>▪ Direct and to the point</li> </ul>
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Your College Experience Strategies for Success Media Edition (5th Edition)</i>
<b>Author/Editor:</b>	John N. Gardner , Jewel Jerome A.
<b>APA Citation:</b>	Gardner, J. (2003) <i>Your College Experience Strategies for Success Media Edition 5th Edition</i> . Belmont, CA: Wadsworth Group
<b>Book Description:</b>	<p>Just as first-year students are forever learning new ways to succeed, we as dedicated textbook authors are forever discovering new ways to help them. Both of us had shaky beginnings in college, yet by using common sense and relying on the advice of others, we made it. Not once during our college years did we realize what powerful effect those college years would have on the rest of our lives. As founders and dedicated supporters of the First-Year Experience movement, we always have kept two ideas foremost in our minds:</p> <ul style="list-style-type: none"> <li>• We believe that every student admitted to college possesses the ability to succeed.</li> <li>• As educators, we are responsible for providing dedicated support to that belief, customized as much as possible to the unique needs of individual students.</li> </ul> <p>This new fifth media edition of <i>Your College Experience</i> continues to focus on these vital goods. We have received tremendous assistance in this major revision by the input of instructors who have used this text before, reviewers, our Wadsworth editorial staff, new experts who assisted us in the preparation of many of these chapters, and of course, students.</p>
<b>Status:</b>	Not Checked Out

<b>Name of Book:</b>	<i>Why Business Thinking Is Not The Answer: Good To Great And The Social Sectors</i>
<b>Author/Editor:</b>	Jim Collins
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>Writing and Reading Across the Curriculum</i>
<b>Author/Editor:</b>	Laurence Behrens and Leonard J. Rosen
<b>APA Citation:</b>	Behrens, L. and Rosen, L. J. (2000). <i>Writing and Reading Across the Curriculum</i> (7 <sup>th</sup> ed.). New York, NY: Longman.
<b>Book Description:</b>	<i>Writing and Reading Across the Curriculum</i> not only defined the field – for many years, it was the field. The seventh edition of this best-selling text continues the tradition that has ensured its success – innovation, currency, and an engaging writing style.
<b>Status:</b>	<b>Not Checked Out</b>

### The Community College

<b>Name of Book:</b>	<i>Basic Skills as a Foundation for Student Success in California Community Colleges</i>
<b>Author/Editor:</b>	The Center for Student Success
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	In 2004, the California Community College System Office began a comprehensive strategic planning process for the purpose of improving student access and success. On January 17, 2006, the Board of Governors of the California Community Colleges unanimously adopted the final draft of the strategic plan. The plan includes five strategic goal areas: college awareness and access; student success and readiness; partnerships for economic and workforce development; system effectiveness; and resource development.
<b># of Copies:</b>	2
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Beyond the Open Door: Increasing Student Success in the California Community Colleges</i>
<b>Author/Editor:</b>	Colleen Moore, Nancy Shulock, Miguel Ceja, and David M. Lang
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	In a policy brief released in February 2007, titled <i>Rules of the Game</i> , we presented data indicating that rates of completing certificates, degrees and transfers to universities in the California Community Colleges (CCC) are low. More importantly, we concluded that low completion is part due to state policies which have produced barriers to the CCC's ability to better foster student success and completion. This report presents more in-depth results of those analyses and offers recommendations for policy reforms aimed at improving student success. Another institute report, due to release later this year, will describe how state finance policies for the CCC contribute to low completion and will offer additional suggestions for policy reform.
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*

<b>Name of Book:</b>	<i>California's Community Colleges Annual Report Fiscal Year 2006-07</i>
<b>Author/Editor:</b>	Economic and Workforce Development Program
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	The California Community College Economic and Workforce Development Program (EWD Program or Program) continues to lead the State in economic development delivery—serving small business, strategic sectors and regions and conducting studies on new emerging areas such as nanotech, digital manufacturing, new subsectors of biotechnologies, intelligent transportation systems, the service sector and international trade. The program has demonstrated a history of revenue generation and return on investment in a variety of ways. This report tells the story of the wide range of customers and beneficiaries of the Program, as well as outputs and outcomes of the Program. Section II of the report contains a variety of EWD Program outputs, outcomes, and impacts. Please note that there are several new features in the report that help to illuminate the various services and impacts, including vignettes called 'Affected Lives' as well as 'Case Studies'.
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>California's Community College Students</i>
<b>Author/Editor:</b>	Ria Sengupta and Christopher Jepsen
<b>APA Citation:</b>	Sengupta, R., & Jepsen, C. (2006). California's community college students. <i>California Counts Population Trends and Profiles</i> , 8(2).
<b>Book Description:</b>	N/A
<b># of Copies:</b>	2
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>The Community College Story</i>
<b>Author/Editor:</b>	George B. Vaughan
<b>APA Citation:</b>	Vaughan, G.B. (2006). <i>The community college story</i> (3 <sup>rd</sup> ed.). Washington, DC: Community College Press.
<b>Book Description:</b>	In the more than decade since <i>The Community College Story</i> was first published, higher education in general and community colleges in particular have faced an array of new challenges. Broad demographic shifts across the nation, urgent and changing workforce needs, and the need to respond to both business and societal needs in what is now a global economy and a world culture are key among them. During this decade of dramatic change, community colleges have not only met these challenges effectively but they have also continued to progress in the midst of growing enrollments and declining resources. What sustains the continued success of community colleges even while the landscape has shifted is that the fundamental mission has not changed: Community colleges continue to offer open, affordable access to higher education, regardless of the vagaries of the economy; provide comprehensive services that benefit not just the individual student but also whole communities; and, foremost, maintain an unswerving commitment to teaching and learning.
<b># of Copies:</b>	5
<b>Status:</b>	<b>Not Checked Out</b>

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

<b>Name of Movie:</b>	<i>Discounted Dreams: High Hopes and Harsh Realities at America's Community Colleges</i>
<b>Producer:</b>	Carrie Glasser and Shae Isaacs
<b>APA Citation:</b>	Glasser, C., & Isaacs, S. (Producer). (2007). <i>Discounted dreams: High hopes and harsh realities at America's community colleges</i> . United States: PBS Home Video.
<b>Video Description:</b>	Community colleges are the fastest growing—and some say most vital—segment of American higher education. With low tuition and flexible scheduling, community colleges provide an array of classes and job training to 12 million students nationwide. But today community colleges are facing greater challenges than ever: more students with more needs, chronic underfunding, and an open-door admission policy that too often becomes a revolving door. Less than half of community college students will complete a degree, earn certification, or transfer to a four-year institution. In <b>DISCOUNTED DREAMS</b> , veteran correspondent John Merrow explores the contradictions of these colorful institutions. He'll introduce you to a single mother who wants to be a veterinarian, a young art student who hopes to transfer to a four-year university, a carpenter who needs a new career, and a former gang member trying to turn his life around. All four have pinned their hopes on community college. But will they succeed?
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges</i>
<b>Author/Editor:</b>	Nancy Shulock and Colleen Moore
<b>APA Citation:</b>	N/A
<b>Book Description:</b>	N/A
<b>Status:</b>	<b>Not Checked Out</b>

<b>Name of Book:</b>	<i>To Be Honest: Championing Academic Integrity in Community Colleges</i>
<b>Author/Editor:</b>	Karèn Clos Bleeker
<b>APA Citation:</b>	Bleeker, K.C. (2008). <i>To be honest: Championing academic integrity in community colleges</i> . Washington, DC: American Association of Community Colleges.
<b>Book Description:</b>	Academic dishonesty is not new under the sun, but any review of the research or the media shows that its prevalence is on the rise and that it threatens loss of public confidence in academia—a loss that higher education institutions, particularly community colleges, can ill afford at a time when the costs of education are increasing while both federal and public funding are decreasing. In this much-needed book, Karèn Clos Bleeker takes a comprehensive, well-researched, and thought-provoking look at the issue of academic dishonesty: <ul style="list-style-type: none"> <li>• What is it and why does it happen?</li> <li>• What are its effects, and why is it essential to address them?</li> <li>• How prevalent is it?</li> </ul>

**Note:** All book descriptions were taken from the book jacket, cover, or preface.

	<ul style="list-style-type: none"><li>• What has been done to address it, and what else should or can be done?</li></ul> <p>The author provides numerous concrete examples—positive and negative—resources, and recommendations to help community colleges take the measures needed to ensure academic integrity on their campuses.</p>
<b>Status:</b>	<b>Not Checked Out</b>

*Note: All book descriptions were taken from the book jacket, cover, or preface.*