KEYNOTE PRESENTATIONS:
Foster Auditorium

9:00 - 10:00 a.m.
ACRL Framework for Information Literacy for Higher Education:
Understanding the ACRL Framework for Student Learning

Merinda Kaye Hensley
Instructional Services Librarian and Assistant Professor, University of Illinois at Urbana-Champaign
Chair, ACRL Student Learning and Information Literacy Committee

Merinda Kaye Hensley, a member of the ACRL Information Literacy Competency Standards for Higher Education Task Force, will explore the challenges and opportunities presented by the ACRL Framework through the lens of its theoretical underpinnings. Her keynote will focus on building increased understanding through practical examples around the essential components of the Framework so that teaching librarians will better be able to use it to shape institutional conversations around critical thinking and information literacy instruction.

10:15 - 11:15 a.m.
PA Model Curriculum:
Making the Model Curriculum Work for You: It's Not Just for the Runway Models

Allison Burrell
Vice President of PSLA
District Librarian and Media Specialist, Southern Columbia Area School District

Cathi Fuhrman
Hempfield School District Library Department Supervisor

Do we REALLY need another curriculum to implement? We do if the curriculum is user-friendly enough to allow each school to adapt or adopt it according to its own needs! The PA Model Curriculum was developed to support school librarians in Pennsylvania in aligning local information literacy curricula to the PA Core Standards as well as to the AASL 21st Century Standards for Learners. This keynote presentation will share how school librarians can bridge the gap between theory and practice in order to implement a standards-aligned information literacy curriculum. In doing so, school librarians will prepare students for Higher Education and for meeting the new ACRL Framework for Information Literacy for Higher Education.
THIRTEEN SELECTED PRESENTATIONS FOR BREAKOUT SESSIONS:

Breakout Session #1 at 12:30 - 1:30 P.M.:

Renovating Your Instruction: Adapting the ACRL Framework to Your Library's Learning Outcomes for Information Literacy
Foster Auditorium

Josefine Smith, Ashley Esposito

In February 2015, ACRL presented their final draft of the Framework for Information Literacy for Higher Education to the Board of Directors. The timeline for this new framework perfectly aligned with Shippensburg University’s 5-year review of Library Services in Spring 2015. Lehman Library’s Instructional Coordinator and Assessment Librarian began redrafting their 5-Column Assessment Plan to better reflect the library’s instructional goals. Through this process, they found that mapping threshold concepts and knowledge practices from the third draft of the ACRL enabled them to hone their mission statement and focus on Program Intended Educational Outcomes that show a progressive development across the undergraduate and graduate curriculum. In this session they will share how they developed tier-specific outcomes and assessment methods for these broader goals and began to work with library faculty to apply those outcomes to tier-specific instruction.

Objectives:
Participants will be able to:
- Recognize and explain how threshold concepts, dispositions, and knowledge practices offer flexible options for implementation in their information literacy programs
- Identify and create effective and measurable outcomes for their information literacy programs
- Describe various types of assessment methods for learning outcomes (qualitative v. quantitative, direct v. indirect)

Presenter Information:
Ashley Esposito is the Collection Development and Assessment Librarian at Shippensburg University’s Ezra Lehman Memorial Library. In this role, she provides leadership in assessment initiatives for library activities like library instruction, coordinates the library's collection assessment and development activities, and works with students in instruction and consultation settings. She has been teaching information literacy and research skills for 8 years, first in a private senior high school setting before coming to Shippensburg University. Ashley is excited to consider the framework as a key tool in assessing learning outcomes for information literacy as well as establishing overall library value in broader university contexts.

Josefine Smith is the Instruction Coordinator at Shippensburg University. In this role, she collaborates with library and campus faculty to employ the library's Entry Year Experience initiatives and coordinates instruction activities like creating and planning for online learning initiatives and overall Library Instruction Program planning. She also coordinates and teaches library instruction for Writing Intensive First Year Seminar, the campus's entry year experience class. Josefine constantly strives to enable her students to be successful information literate adults and is excited to explore how the new framework supports an expanding and more meaningful understanding of information literacy.
**Research to Go! Mobile Tools to Personalize Student Research**  
*403 Paterno Library*

Dr. Brenda Boyer

While librarians work to meet AASL and ACRL standards for increased levels of critical thinking and deeper inquiry, we also know that our high school and college students conduct much of their social lives in online environments. To remain relevant, librarians need ways to leverage digital tools to bridge these two worlds. We need to present our content in a way that matches students' preferences for communicating and learning. But can students perform research tasks on the go? Absolutely! Library information fluency skills are particularly well-suited for mobile environments. Incorporating mobile apps into our routine information fluency instruction meets young adult learning needs, extends the classroom, demonstrates the relevance of our instruction, and arms students with tools that serve them lifelong and lifewide. In this session we will discuss why and how mobile research fits our student's needs and extends learning, and we will learn about tools and apps for each phase of the research process from picking a topic to organizing data, to presenting final results. This session will use Nearpod for interactivity, allowing live polls and audience input to drive the conversation. Participants will leave with a solid list of potential tools to integrate into our instruction and to share and use with colleagues and students.

**Objectives:**
- Articulate why mobile research capabilities are necessary for young adult learners
- Identify several mobile apps/tools for each phase of a research project
- Describe how app smashing facilitates the research learning process

**Presenter Information:**
Dr. Brenda Boyer is the high school librarian and Chair of Information & Technology Resources for the Kutztown (PA) School District. She has a Ph.D. in Instructional Design for Online Learning and has taught graduate courses at Kutztown and Rutgers Universities. Brenda provides numerous professional development workshops in technology integration and has presented at national and international conferences including AASL, ISTE, Internet Librarian, and iNACOL. Brenda and her colleagues recently redesigned Kutztown's senior capstone project, yielding them the 2014 AASL Collaborative School Library Award. She is a co-author of the Library Technology Report: Social Media Curation (ALA, 2014) as well as several book chapters. Her research interests include online learning, embedded librarianship, and inquiry/research instructional models. When she is not teaching, researching, or reading, Brenda can be found on various bike or ski trails. She can be contacted at boyer.brenda@gmail.com, or followed @bsboyer on Twitter

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**The Theatricality of Information Literacy**  
*Mann Assembly Room*

Sara Rofofsky Marcus

Teaching information literacy can draw on the theories of applied theatre to introduce the concepts to students in a tangible, self-related, memorable manner. Through brainstorming and practical exercises, participants will gain an understanding of how to turn a lecture or hands-on searching exercise into "library theatre." Brainstorming, tossing ideas out and then drawing them in, creating keyword lists, running searches, and evaluating sources are all techniques that are of
use and are taught through theatre as well. Through this session, these alignments will be raised, bringing the idea of fun and interaction to the information literacy exercise.

**Objectives:**
- Participants will be able to use applied theatre concepts to teach information literacy to students of any age

**Presenter Information:**
As a librarian for over 17 years, including holding NY certification as a school media specialist and working in corporate, academic, and special libraries; as well as an educator for over 15 years in the field of education, Dr. Rofofsky Marcus is well-versed in integrating information literacy across the curriculum. Having a background in theatre, she often draws on her theatrical training in her teaching, particularly the use of applied theatre to teach educational concepts to students in non-traditional, kinesthetic, interpersonal ways that reach out to a variety of learning styles.

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**Critical Information Literacy Skills**

302 Paterno Library

Heather Brodie Perry

Information literacy requires users to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (ALA 1989) Users are inundated with a volume of information that is easier to access but more challenging to evaluate than ever before. No longer are users limited to information that has been carefully curated by librarians, users have access to an enormous body of research of widely varying quality. As it becomes increasingly necessary to navigate through the complex maze of competing information, do users have the skills necessary to critically discern appropriate information, and are librarians effectively assisting users in their searches? Adding to the complexity of information is the increasing threat of conflict of interest in research. Corporations and ideological interests are increasingly funding research that more closely aligns with their viewpoints. The ability to recognize the potential for bias in research is essential for good decision-making in many situations, from health care to public policy.

In this presentation we will discuss the implications of the issue of conflict of interest, and its impact on research. Further complicating the complex issue of conflict of interest is the increasing number of research articles freely available on the internet. We will explore the impact of the Open Access movement on the wider availability of research and consider the benefits and potential drawbacks. This presentation will empower librarians to assist their users in finding the research that best fits their needs.

**Objectives:**
- Participants will learn more about the issue of conflict of interest in research, and learn how to provide greater instruction to patrons
- Participants will practice using critical appraisal skills, and explore how to communicate critical appraisal skills with others
- Participants will develop a toolbox of techniques for working with users on this issue

**Presenter Information:**
Heather Brodie Perry is an Assistant Professor and Reference Librarian at Stonehill College in Easton Massachusetts. She is currently completing her PhD at Simmons College, Boston. After years as a public librarian, she returned to academia. In addition to her work in the library she
teaches courses in Information Technology and Social Policy.

**Learning in Communities: Information Literacy in FYE**

*WI40 Pattee Library (KC)*

Denise A. Garofalo

Our implementation of a learning community-based FYE involved personal librarians assigned to every community. Each librarian worked collaboratively with teaching faculty to embed information literacy instruction into the two freshmen general education courses comprising the learning community. We were able to utilize the ACRL Framework's threshold concepts and apply them to disciplinary contexts, in particular knowledge practices related to Searching As Strategic Exploration and Information Has Value, and assess our efforts. The integration of librarians and information literacy into our learning community pairings, the selection of learning outcomes, identifying and employing threshold concepts, the methods by which information literacy was taught, assessment of student performance, and our lessons learned will be discussed.

**Objectives:**
- Understand how to apply ACRL Framework threshold concepts in freshmen-focused information literacy instruction
- Summarize possible learning outcomes from a learning communities based information literacy program
- Discuss appropriate assessment methods for information literacy in an FYE
- Apply strategies for integrating information literacy that employs the ACRL Framework's threshold concepts that make the most of their existing resources

**Presenter Information:**
Denise A. Garofalo is Assistant Librarian for Systems & Catalog Services at Mount Saint Mary College, in Newburgh, NY. Her duties at the Mount include teaching information literacy in courses as well as technology, systems, and technical services responsibilities. She has served as an adjunct professor at the Department of Information Studies at the State University of New York at Albany, and has worked at various libraries throughout the Northeast. She is a trustee for the Marlboro Free Library in New York, has served on various library committees at the regional and state level, and made presentations at national, regional, and state conferences on technology and information literacy topics. She reviews for Library Journal, School Library Journal, Technical Services Quarterly, and the American Reference Books Annual, has written a book on social networking and academic libraries, and writes a column for the Journal of Electronic Resources Librarianship.

**Breakout #2 at 1:45 - 2:45 P.M.:**

**Rapid-Prototyping Active Learning - Aligning Your Favorite Teaching to the New Framework**

*302 Paterno Library*

John Meier

Many of us have teaching methods and strategies that we have honed through evaluation and
With the new Framework for Information Literacy for Higher Education we are trying to keep our effective methods and also enable our learners to acquire basic understanding and begin to master the expert behaviors. Almost four years ago, I developed an active learning "Information Literacy Lab" with a faculty member in the Mathematics department, an in class assignment. Students were given a writing assignment to evaluate a Wikipedia article and its References. Annual summative assessment of the student work caused us to make small, incremental changes (rapid-prototyping) of the assignment and class. The introduction to concepts and discussion at the beginning of class was extended and the assignment shortened. This practice has prepared the way for another incremental change, teaching and evaluating the skills outlined in the Framework. The original single session class and assignment will be presented along with its rapid progression over time. Data and examples of surveys and summative assessments will show how rapid-prototyping can be accomplished, but reflection and peer-review can also be used. The latest iterative step involves addressing authority, scholarly conversation, and the value of information through the class and assignment. Participants should come with their favorite (or most difficult) class to workshop during the second half of the breakout session, where there will be time for Q&A and discussion.

**Objectives:**
- Participants will understand the concepts of rapid-prototyping and aspects of the Framework for Information Literacy for Higher Education.
- Participants will be able to apply assessment or other evaluation to their teaching in order to improve their teaching effectiveness.
- Participants will have ideas for collaborating with disciplinary teachers to develop materials and lesson plans.

**Presenter Information:**
Associate Librarian at Penn State, University Park, Physical and Mathematical Sciences Library
John has taught Information Literacy for over 10 years. He was a participant of the ACRL Immersion Teacher Track and served on the selection committee for the Immersion Institute program. He completed the Penn State Teaching with Technology certificate. He has presented on information literacy and published on skills needed for new librarians. His professional portfolio is available online: [http://sites.psu.edu/meier/](http://sites.psu.edu/meier/)

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**Big, Fast, and Familiar: Looking at and past Google as a BFF**
403 Paterno Library

Calvin Wang, Adam Hess

An observation of search behavior reveals that users lose the forest for a single tree by clicking on promising search results too quickly. Converse with your BFF to determine what it knows, how much it knows about it, how well it knows it, and then how to use what it knows to move on to the specialists. This session will help you see connections that you might already see intuitively so that you can help users refine their own judgment skills about what Google results are telling them. The presenter will engage participants in analysis of case studies from across multiple academic disciplines. The presenter will look at both the Model Curriculum for PA School Library Programs and the ACRL Framework for Information Literacy in context.

**Objectives:**
- Participants will be able to:
State how Google being big, fast, and familiar is so comforting.
Help their users recognize the strengths and limitations of Google.
Explain how number and quality of search results can prepare them to anticipate what article databases might have to offer.
Analyze KWIC for potential search terms.
Explain to their users ways Google conditions them to do bad things so they can use article databases better.
Map their primary and secondary ed students abilities to those of higher ed students.
See ways students might be better equipped to succeed in the higher ed IL environment.

**Presenter Information:**
Calvin is an assistant professor and the sciences librarian at Arcadia University in suburban Philadelphia. He is the liaison librarian providing IL training to 8 undergraduate and graduate sciences and work additionally with First-year Seminar and English 101 courses. He has volunteered in the junior high school library and have high school students in the home which provides points of IL comparison. He has taught adjunct courses at both the undergraduate graduate levels. He has taught related PaLA seminars at the 2011 and 2014 annual meetings and at the LIRT in 2010. He has received excellent feedback and developed a following as a result.

Assistant Professor & Digital Resources Librarian Adam N. Hess has been at Arcadia University's Landman Library since the May of 2014, where he has been working on growing their institutional repository, ScholarWorks@Arcadia (http://scholarworks.arcadia.edu), as well as building campus resources and initiatives for scholarly communication and open access. Additionally, Adam liaisons to the departments of Art & Design, Theatre Arts, and Media & Communication, teaches first-year and university seminars, and is a co-chair on the Scholarly Communication Faculty Steering Committee. Adam holds a Master in Fine Arts (Studio Arts | Photography) and a Master of Library and Information Science from Louisiana State University, and received the Samuel H. Kress Fellowship in Art Librarianship in 2011 which took him to Yale University. Prior to coming to Arcadia University, Adam was the Digital Asset Manager for the Solomon R. Guggenheim Foundation in New York where he curated and provided access to the foundations digital archive of images and media. Adam also currently serves as the Membership Chair for the Arts Library Society of North America (ARLIS/NA) - New York chapter.

**Tools for Success**
Mann Assembly Room

Amy Kendrick

1:1 environments provide students with great benefits to access anywhere. But if they can't use the basic databases or tools we provide on their own, what good is 24/7 access? This session will provide information on screen casting, Edpuzzle videos and other tools for enhancing information literacy instruction. Each of these pieces can be incorporated into face-to-face instruction or posted online as stand-alone how-to's for students to access when they need help away from school.

**Objectives:**
- Participants will be able to create a screen cast or convert a video into an Edpuzzle video using free apps from the Chrome store. Other screen casting options will be presented.
**Presenter Information:**
Amy has taught English for 20 years and has just transitioned into the library media world at York Suburban High School in York, PA. Working in a 1:1 environment, she has found that students want answers at their fingertips, even when they are not at school. She has spent most of this school year creating screen casts and voiceovers for videos to instruct students how to use databases they subscribe to in hopes they will be more successful in their out of school hours.

**Herding Cats: Assessing Information Literacy in a General Education Program**
*Foster Auditorium*

Stephanie Riley

This presentation will provide an overview of how an assessment team used Blackboard Outcomes to collect evidence for the assessment of Saint Joseph’s University’s (SJU) General Education Program and First Year Seminars’ learning goals. The team examined quantitative and qualitative evidence across disciplines by distributing standardized information literacy modules to 40 sections of a core curriculum component over two semesters. I will discuss the challenges of translating and formalizing ad hoc library sessions into a required hybridized series of modules that complement in-class sessions. The team assessed the pre-tests, post-tests, and student work, evaluated these results, and now we are revising and improving the process.

**Objectives:**
- An overview of the major components of an assessment project in Blackboard Outcomes
- An understanding of assessing a general education goal and its challenges
- One method of deploying standardized information literacy materials in a scalable way across departments

**Presenter Information:**
Stephanie is the Library Instruction and Outreach Specialist at Saint Joseph's University. She was hired to oversee their information literacy program and further embed library instruction into relevant classes. She has experience as an instructor and administrator of Learning Management Systems so it was a natural melding of her skills and goals to use Blackboard to instruct and assess across the curriculum. This is her first attempt at formalized assessment at the program level (not section by section), but she has previous experience with in-class assessments and student satisfaction surveys. As head of the assessment team, Stephanie thinks she can speak to our experiences fully.

**Breakout #3 at 3:00 - 4:00 P.M.:**

**Embedded Embraced? The Experiences of a Pilot Project, Part II**
*403 Paterno Library*

Elizabeth Berilla

Since repositioning their embedded librarianship program for the 2014-2015 academic year, the librarians of the Mary Kintz Bevevino Library at Misericordia University now have a full year of experiences to share on the challenges of maintaining faculty, librarian, and student participation
in a campus-wide embedded librarian pilot project. This session will provide an update to the 2014 Summit Embedded Pilot Project presentation, and demonstrate the data collected behind the implementation of specific embedded programs over the past academic year to help guide future endeavors, planned outcomes, and assessment measures. With particular interest in how those metrics will shift with the new ACRL Framework for Information Literacy for Higher Education, discussions will include recommendations for active student participation in one-shot, multi-session, traditional, and non-traditional instruction as well.

Objectives:
Following the presentation, participants will have a better understanding of how:

- data collection methods are critical to practical implementation of embedded techniques
- assessment measures can create a more meaningful user experience for the student
- faculty buy-in further promotes embedded opportunities throughout the curriculum and collaboration outside of the institution
- embedded librarianship can highlight the new Framework through instruction and student engagement in both one-shot and multi-session instruction
- embedded librarianship can develop in traditional and non-traditional settings

Presenter Information:
Liz Berilla is the Information Literacy and Assessment Librarian at Misericordia University’s Mary Kintz Bevevino Library. Liz collaboratively develops information literacy instruction with her fellow librarians, and focuses in the area of assessing those programs, both traditionally on campus and non-traditionally online. Additionally, Liz is the library liaison to the University’s College of Health Sciences.

Research Ready? Prove it! Online Qualifiers to Demonstrate Research Readiness
302 Paterno Library

Dr. Brenda Boyer

Many times, high school and college learners push back on library information instruction, insisting that “they already know how to do research.” Project Information Literacy and other national research studies prove what librarians already know: few of our students are completely “research ready.” So, how do we meet student needs in a respectful way that both honors their personal beliefs but also demonstrates gaps in their preparedness? Online qualifiers! Several online products already exist that can serve as pre-tests for our students to gain an honest assessment of their level of research savvy. Better yet? Develop your own! Each of us knows what specific skills we desire our students to have under their belts before they attempt larger research tasks. In this session, we will discuss the specific information fluency instruction developed to prove research readiness at one high school, free tools/apps to create online instruction, and how online badges can be utilized for students to earn qualification to the capstone research project. The larger discussion will target input and sharing of ideas among participants who will be encouraged to add these ideas, links, resources and suggestions live to a Padlet wall.

Objectives:
- Identify specific resources that can be used to measure information fluency skill levels
- Articulate how and why online badging is a useful means for credentialing
- Identify free online tools to develop online information fluency instruction
**Presenter Information:**
Dr. Brenda Boyer is the high school librarian and Chair of Information & Technology Resources for the Kutztown (PA) School District. She has a Ph.D. in Instructional Design for Online Learning and has taught graduate courses at Kutztown and Rutgers Universities. Brenda provides numerous professional development workshops in technology integration and has presented at national and international conferences including AASL, ISTE, Internet Librarian, and iNACOL. Brenda and her colleagues recently redesigned Kutztown's senior capstone project, yielding them the 2014 AASL Collaborative School Library Award. She is a co-author of the Library Technology Report: Social Media Curation (ALA, 2014) as well as several book chapters. Her research interests include online learning, embedded librarianship, and inquiry/research instructional models. When she is not teaching, researching, or reading, Brenda can be found on various bike or ski trails. She can be contacted at boyer.brenda@gmail.com, or followed @bsboyer on Twitter

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**Socrative and Poll Everywhere: Technology Tools to Engage Students and Assess Learning**
*Mann Assembly Room*

Nancy Bellafante

Poll Everywhere and Socrative are two Web applications for creating online polls and quizzes. These tools allow you to engage students and assess learning in real time. In this session, we will explore the features of both applications and discuss ways to effectively integrate these technologies in the classroom. The presentation will include examples of assessments and reports, hands-on demonstration, and group discussion.

**Objectives:**
- Summarize the features of Socrative and Poll Everywhere and the unique characteristics of each application
- Identify the benefits of informal assessment and interactive polling in a one-shot information literacy session
- Describe best practices for incorporating polls and quizzes in a one-shot information literacy session

**Presenter Information:**
Nancy Bellafante is a reference and instruction librarian at Delaware County Community College. Nancy has six years of academic library experience. Prior to her library career, she worked in K-12 education as a teacher and instructional technologist. Nancy received her MSLIS from Drexel University in 2011 and completed the ACRL Information Literacy Immersion Program (Program Track) in 2013.

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**Deepening Student Engagement with Information: Active Approaches to Instruction**
*Foster Auditorium*

Kelly Cannon, Susan Falciani, Rachel Hamelers, Jennifer Jarson

Information literacy instruction provides an opportunity for students to engage in a deeper, more thoughtful relationship with information. Active approaches to instruction add value to student learning by engaging students as participants rather than passive recipients. Join Muhlenberg
College’s archivist and subject specialists as we evaluate and examine how to hone information literacy instruction methods to improve active student learning. Come with a class or subject for which you would like to craft a new instruction technique, and leave with ideas and motivation to take back to your institution. We will explore diverse examples of our recent experiences: using real-life library collection development to get students thinking intentionally about evaluating information; moving away from the “show-and-tell,” “look-but-don’t-touch” model of special collections tours; leading students in interactive problem-solving activities that mirror their semester projects; engaging students in group-focused, flipped, and competitive activities; and using research process and strategy activities as authentic assessment to guide instruction. Leave the sage-on-the-stage behind and revitalize your teaching to promote student engagement and learning.

**Objectives:**
- Participants will understand the successes and challenges of the discussed instruction techniques.
- Participants will identify ideas and techniques to incorporate active learning in their own teaching.
- Participants will reflect on the value that active pedagogical techniques add to their information literacy instruction.

**Presenter Information:**
Kelly Cannon is the Outreach and Scholarly Communication Librarian and Humanities and Business Subject Specialist at Muhlenberg College in Allentown, PA. His research interests are copyright and open access. He has presented on copyright, digital repositories, and open access at library conferences and nearby colleges. He is currently under contract with Gale Cengage to author/edit portions of two widely used undergraduate textbooks dealing with research writing.

Susan Falciani is the Special Collections & Archives Librarian at Muhlenberg College. She is responsible for collecting, maintaining, and digitizing archival material pertaining to College history, as well as overseeing the rare books, Samuels Sheet Music, and Brennan Map collections, and planning exhibits and programming. She is particularly focused on finding connections between the collections and curriculum to increase usage of special collections in the classroom.

Rachel Hamelers is the Head of Public Outreach and Information Literacy Services and Science Subject Specialist at Muhlenberg College. She is actively involved with the Science and Technology Section of ACRL as Membership and Recruitment Chair. Her research interests include scientific communication and information literacy.

Jennifer Jarson is the Information Literacy and Assessment Librarian and Social Sciences Subject Specialist at Muhlenberg College. She was a 2009 American Library Association Emerging Leader, a 2012 NITLE Innovation Studio Scholar, and a member of the 2013/2014 Association of College and Research Libraries Assessment in Action Learning Community. Her research interests include information literacy and student learning pedagogy and assessment. The presenters have designed and taught numerous instruction sessions across the disciplines. They encourage each other to try new techniques in instruction, always with the aim of engaging students and improving learning outcomes. The presenters also provide faculty development in information literacy and lead campus embedded initiatives.
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