CRLA
International Tutor Training
Program Certification

Application Questions for Review

NOTE: You MUST complete the application online at https://crla.net/index.php/certifications/ittpc-international-tutor-training-program   This document is for informational use only.

Section 1

1.1 College/University Name, City, State/Province, Country

1.2 Institution Type: Select all that apply.

- Public
- Private
- 2-year
- 4-year
- Faith-based
- Graduate/professional school
- HBCU (historically black college/university)
- HIS (Hispanic Serving institution)
- Institute of Technology
- Military-Affiliated
- Technical College
- Tribal College
- Other:

1.3 Training Program or Center Name (as you would like it to appear on your certificate)

1.4 Your ITTPC ID number (if you have one)

1.5 Type of Certificate:

- Number of Programs
- Number of Campuses

Note: For certification purposes, a program is run out of a single unit or office, has a unified goal or mission, and can articulate a clear hierarchy of leadership within a single unit or department.

1.6 Payment:
- I will remit payment upon submission (preferred)
- I have pre-paid for this application and my invoice number is [fill in]

1.7 Points of contact for this application.
- Name, Title, Program/Office name, Campus, Email, Phone

1.8 Populations Served: describe the profile of students served.

1.9 Program structure: provide the name and title of the person/people responsible for each of the following:
- Hiring/Selecting your tutors.
- Developing and delivering training.
- Evaluating your tutors.

1.10   Program objectives or philosophy: list the goals of your tutorial program.

Section 2: Hiring and/or Selection

2.1 Briefly describe your interview process.

2.2 Who provides recommendation for your tutor candidates?

- Faculty/Instructor
- Staff
- Other:

2.3 What is your format for receiving recommendations? (select all that apply)

- Letter
- Form
- Verbal (e.g., phone)
- Other:

2.4 How do you verify a letter grade of A/B in the content area to be tutored?

- Transcript
- Other

2.5 If you accept experience equivalent to an A/B in the content area, describe what types of equivalent experience you accept, and why. (If you do not accept equivalent experience, write N/A)

2.6 If you have more than one level of training, briefly describe the process you use to select tutors for more advanced levels of training. (if you do not have more than one level, write N/A)

Section 3: Training Development

3.1 Agreement to Copyright policy:

> It is our legal and ethical responsibility to give authorship credit for all materials used in training, and to use copyrighted materials in a way that honors the copyright holders' rights. In that regard, all CRLA-certified programs are expected to comply with copyright law, which includes securing permissions to use, purchasing, and/or having trainees purchase, any copyrighted materials used in training. Programs found to be in violation of copyright law will lose their CRLA certification.
>
> **I have read CRLA's Copyright Policy above, and I agree that our program will follow it throughout this certification period.**

3.2 Copyright compliance: Select which options best describe how your program manages the use of copyrighted materials in your training program's development and implementation.

> **Note**: Copyrighted material includes fixed media such as books, videos, handouts, films, musical scores, etc. If you are unsure of copyright status of a resource, seek the advice of your campus librarian or designated copyright compliance officer.

Types of compliance: (Select all that apply)
- I have permission to use copyrighted works directly from the copyright holder.
- I am using copyrighted works in line with a licensing agreement with the publisher/copyright holder and my institution and/or office.
- I am using copyrighted works that have Creative Commons licensing.
- I have determined that my use is meeting the four factors of Fair Use for copyrighted works.
- I am adapting ideas from copyrighted works, but I am not disseminating the original fixed media.
- I am using items which are in the Public Domain.
- I do not use copyrighted works in my training program.
- Other:

3.3 Permission to share: I agree to let CRLA electronically post and/or distribute portions of my application (excluding contact information) as an example to other applicants.

3.4 Levels of the tutor training program for which you are seeking certification: (1) (2) (3)

Section 4: Level-Specific Questions

Note: Questions 4.1, 4.2, 4.3, and 4.5 repeat for each level.

4.1 How is your training offered at Level {1, 2, 3}?

- For-Credit Course
- Not-for-Credit Course
- Series of Meetings/Sessions

4.2 What amount of time does it generally take a tutor to complete your training program at level {1, 2, 3}?

4.3 Generally speaking, how many tutors participate in your training at this level? Consider both per-session attendance and the level as a whole.

4.5 Upload training overview, course calendar, and/or syllabus, clearly showing how your tutors move through your training program at level {1, 2, 3}.

4.4 Select the topics you use in your training program, then list the amount of time you spend on that topic in training. **Note**: "TIS" refers to training time that is Trainer-led, Interactive, and Synchronous. "Non-TIS" refers to time that is spent otherwise (for example: asynchronous time, training developed and led by someone other than a trainer, time spent in self-study, etc.)

[Level 1 chart begins on next page]

Level 1 Basics (Select all)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Basics category:
☐ Tutoring Dos and Don'ts			☐ Lecture
			☐ Discussion
			☐ Role Plays
☐ Conducting a Successful Session			☐ Activities/Games
			☐ Online module or Learning Management System
☐ Role of a Tutor			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
☐ Administrative Policies and Procedures			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 1 Communication (Select at least 2)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Communication category:
☐ Communication Styles			☐ Lecture
			☐ Discussion
			☐ Role Plays
☐ Active Listening and Responding			☐ Activities/Games
			☐ Online Module or Learning Management System
☐ Question Asking Strategies			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
☐ Tutoring Conversations			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 1 Learning or Study Techniques (Select at least 2)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Study Techniques category:
☐ Advanced Study Skills	☐	☐	☐ Lecture
☐ Goal Setting and Planning	☐	☐	☐ Discussion
☐ Time Management for Tutors and Students	☐	☐	☐ Role Plays
☐ Use of Graphic Organizers	☐	☐	☐ Activities/Games
☐ Learning Theories	☐	☐	☐ Online Module or Learning Management System
☐ Course & Syllabus Analysis	☐	☐	☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
			☐ Other: Worksheets

Level 1 Ethics and Equity (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Ethics and Equity category:
			☐ Lecture
☐ Professional Ethics (academic integrity and honesty, copyright compliance, plagiarism)	☐	☐	☐ Discussion
			☐ Role Plays
			☐ Activities/Games
			☐ Online Module or Learning Management System
☐ Title IX and/or Sexual Harassment	☐	☐	☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
☐ Compliance with Privacy Act (FERPA)	☐	☐	☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 1 Electives (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Elective category:
☐ Topic based on institutional or programmatic needs	☐	☐	☐ Lecture
			☐ Discussion
☐ Substitution from another level: [Choose... ▾]	☐	☐	☐ Role Plays
			☐ Activities/Games
☐ Practical applications of contemporary research in the field (may vary over time. i.e. Astin's theory of involvement, Student Development theory, Mindset, Grit, Bloom, Duckworth, Knowles, etc.)	☐	☐	☐ Online Module or Learning Management System
			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
☐ Other topic:	☐	☐	☐ Other:

Level 2 Basics (Select "Review" plus at least 2 additional)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Basics category:
☐ Review of Level 1 **(required)**			☐ Lecture
☐ Use of Probing Questions			☐ Discussion
☐ Establishing Boundaries			☐ Role Plays
☐ Challenging Situations			☐ Activities/Games
☐ Motivational Techniques			☐ Online Module or Learning Management System
☐ Tutoring in Subject Areas and/or Specific Skills			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 2 Communication (Select at least 2)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Communication category:
☐ Giving Constructive Feedback			☐ Lecture
☐ Working with Faculty/Staff			☐ Discussion
☐ Working with Specific Populations			☐ Role Plays
☐ Team Building			☐ Activities/Games
☐ Role Modeling			☐ Online Module or Learning Management System
☐ Intercultural Communication			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 2 Learning or Study Techniques (Select at least 3)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Learning or Study Techniques category:
☐ Memory and Retrieval			☐ Lecture
☐ Note Taking in the Disciplines			☐ Discussion
☐ Critical Thinking Skills			☐ Role Plays
☐ Assessing Tutee's Needs			☐ Activities/Games
☐ Assessing or Changing Study Behaviors			☐ Online Module or Learning Management System
☐ Stress Management			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 2 Ethics and Equity (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Ethics and Equity category:
☐ Universal Design for Learning			☐ Lecture
			☐ Discussion
☐ Gender Identity			☐ Role Plays
			☐ Activities/Games
☐ Race, Class, and Privilege			☐ Online Module or Learning Management System
			☐ Workbooks/Textbooks
☐ Leveraging Student Information for Academic Progress			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
			☐ Other:

Level 2 Electives (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Elective category:
☐ Self-Assessment Tools			☐ Lecture
			☐ Discussion
☐ Understanding Neurodiversity in the College Setting			☐ Role Plays
			☐ Activities/Games
☐ Practical Applications of Contemporary Research in the field			☐ Online Module or Learning Management System
			☐ Workbooks/Textbooks
☐ Substitution from another level: Choose... ⌄			☐ Quizzes, Questionnaires
			☐ Videos (DVD, YouTube, etc.)
☐ Other topic:			☐ Other:

Level 3 Basics (Select "Review" plus at least 2 additional)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Basics category:
☐ Review of Level 1 and 2 Topics **(required)**	☐	☐	☐ Lecture
☐ Conducting a Programmatic Needs Assessment	☐	☐	☐ Discussion
☐ Practical Applications of Contemporary Research in the Field (different topics from those selected in Levels 1 and 2)	☐	☐	☐ Role Plays ☐ Activities/Games ☐ Online Module or Learning Management System
☐ The Role of tutoring and Learning Centers in Higher Education	☐	☐	☐ Workbooks/Textbooks
☐ Helping Guidelines	☐	☐	☐ Quizzes, Questionnaires ☐ Videos (DVD, YouTube, etc.)
☐ Assertiveness	☐	☐	☐ Other:

Level 3 Communication (Select at least 2)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Communication category:
☐ Training and Supervising others (Supervision Skills)	☐	☐	☐ Lecture ☐ Discussion
☐ Group Management Skills	☐	☐	☐ Role Plays ☐ Activities/Games
☐ Public Speaking	☐	☐	☐ Online Module or Learning Management System
☐ Conflict Resolution	☐	☐	☐ Workbooks/Textbooks ☐ Quizzes, Questionnaires
☐ Professional Communication	☐	☐	☐ Videos (DVD, YouTube, etc.) ☐ Other:

Level 3 Learning or Study Techniques (Select at least 2)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Learning or Study Techniques category:
☐ Cognitive Scaffolding	☐	☐	☐ Lecture ☐ Discussion ☐ Role Plays ☐ Activities/Games
☐ Self-Regulated Learning	☐	☐	☐ Online Module or Learning Management System ☐ Workbooks/Textbooks ☐ Quizzes, Questionnaires
☐ Active Learning Strategies	☐	☐	☐ Videos (DVD, YouTube, etc.) ☐ Other:

Level 3 Ethics and Equity (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Ethics and Equity category:
☐ Implicit Bias			☐ Lecture
			☐ Discussion
			☐ Role Plays
			☐ Activities/Games
☐ Transitioning from student worker to college employee			☐ Online Module or Learning Management System
			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
☐ Operating a Learning Center			☐ Videos (DVD, YouTube, etc.)
			☐ Other: Guest Speaker

Level 3 Electives (Select at least 1)

Topics	TIS time spent on each topic (in minutes):	Non-TIS time spent on each topic (in minutes):	Delivery methods used in the Electives category:
☐ Conferencing Skills			☐ Lecture
			☐ Discussion
☐ Leadership Styles for Tutors			☐ Role Plays
			☐ Activities/Games
☐ Cognitive Learning Strategies			☐ Online Module or Learning Management System
☐ Other topic:			☐ Workbooks/Textbooks
			☐ Quizzes, Questionnaires
☐ Substitution from another level:			☐ Videos (DVD, YouTube, etc.)
Choose... ⌄			☐ Other:

Section 5 Sample Topics

Note: Level one requires 2 sample topics. Levels 2 and 3 require one each. This section repeats for each sample. For more information to assist with this session, view our publication.

5. Select sample topic: [dropdown of all topics]

- Which CRLA standard aligns with your coverage of this topic?
- Describe your learning outcome(s) for this session.
- Explain the types of assessment(s) you use to determine that your trainees have met your chosen outcome(s).

Upload your Lesson Plan or detailed outline:

Upload your training materials for this topic (e.g., powerpoint, handouts, discussion prompts, etc.).

Upload your annotated bibliography, including the academic and/or practical sources used for this training, and include a short description of each source and how it is used in training, or in the development of training.

Section 6: Training Tracking (for all Levels)

6.1 How do you ensure that a tutor accrues at least 10 hours of training at each level you seek certification for?

6.2 How do you ensure that a tutor has received training on all required ITTPC topics at each level, as selected on the chart above?

6.3 What do you do when a tutor misses a training session or topic?

6.4 Upload an authentic (i.e., not blank) sample which shows how you track and aggregate training attendance per tutor. **Note:** The sample must be dated within the last year. Last names and/or ID numbers should be redacted to protect privacy.

Section 7: Experience Tracking (for all Levels)

7.1 What type(s) of tutoring sessions are offered at your program? (Select all that apply)

- Individual
- Group meetings
- Combination of group/individual
- Other:

7.2 What method do you use to calculate tutors' direct service to students?

- Logs that show how much time a tutor spends with a student or group of students.
- Another system that counts tutoring experience providing direct service to students.

7.3 Briefly describe the system used to track and aggregate direct service hours per tutor.

7.4 Upload a sample showing how you track and aggregate direct service hours per tutor. **Note:** Last names and/or ID numbers should be obscured to protect privacy.

Section 8: Evaluation (all Levels)

8.1 How often do you evaluate your tutors? (select all that apply)

- Quarter
- Semester

- Year
- Other:

8.2 Describe your evaluation process, including how the results are shared with the tutor. Be sure to also describe any differences between processes for each level, as well as how you track the evaluation completion for each tutor at each level.

8.3 Upload a sample evaluation, with last names and/or ID numbers obscured to protect privacy.

Section 9: Reflection

Note: This section only appears on the Application for Renewal of Certification. New programs are not expected to respond to any of the questions in section nine.

9.1 What has changed since your last certification?

9.2 What problems have you experienced? How did you resolve or address those problems?

9.3 What have been the benefits of certification for your program?