

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 23, 1988

Board Members Present: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Bill Broderick, Computer SIG Leader; Carol Clymer, 1988-89 treasurer-elect; Shar Mansfield, N. California State Director; Tom Gier, SIG Coordinator; Manual Olgin, MAC Chairperson; Vince Orlando, JCRL Executive Editor; Becky Patterson, 1988-89 president-elect; Bernie Rihn, Washington State Director.

Gwyn Enright called the meeting to order at 8:05 a.m.

I. Tutor Certification

Tom Gier presented recommendations (See Attachment U) for national tutor certification.

Issue of national tutor certification explored

One recommendation was to establish a committee that would examine issues the proposal presents. The Board questioned Tom's recommendation to have a Board member chair this committee. The Board recommended that Tom chair the committee and report directly to the Board.

Other recommendations to the proposal included: add a renewal process to the procedure; ensure that the procedure allows institution flexibility; advertise the service as a benefit of WCRLA membership.

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Board approves the establishment of an ad hoc committee to address the national tutor certification issue

**** Manual Olgin entered at this time.

Cost of this service was discussed, but Tom was not able to provide an estimate.

Use of size of certificates to differentiate levels of certification was discussed. Charging institutions a fee to cover the cost of the certificate was discussed. Also, certifying the institution through a certain date was mentioned.

(M) Susan Deese: to endorse Tom Gier's recommendation for national tutor certification with additions and changes discussed and to establish an ad hoc committee, to be chaired by Tom Gier, that will refine the process and submit to the Board for final approval at the summer board meeting.

(S) Gladys Shaw

Discussion: Wes Brown introduced the idea of a mechanism to update criteria for certification needing to be included; he also expressed concern over the issue of quality control of the program; Susan Deese asked that the committee consider how to respond when documentation is incomplete or doesn't meet criteria.

Wes Brown, Becky Johnen, Susan Deese and Gladys Shaw expressed a willingness to work on the committee.

PASSED

**** Gladys Shaw left the meeting at this time.

II. SIG Coordinator Report

SIGs had a successful year

Tom Gier, SIG Coordinator, presented the Board with a written annual report (Attachment V). Highlights of his report include: there were 8 active SIGs this year; chairs of the Critical Thinking and Evaluation and Research SIGs will step down this year; the ESL SIG will be inactivated; the Hospitality Room will feature information on the SIGs one evening.

**** Gladys Shaw returned to the meeting at this time; Susan Deese left.

Gwyn notified Tom that Susan's column in the Fall NADE newsletter will focus on the SIGs.

Issues of concern to SIGs evident in conference program

Tom expressed appreciation to see the support of issues raised by SIGs to be a major portion of the conference program.

**** Susan Deese returned to the meeting at this time.

SIG members need to be WCRLA members

Gwyn expressed that SIG members should be WCRLA members. Tom shared that currently there is no pressure put on SIG leaders to see that this happens. It was the consensus of the Board that the encouragement of SIG members to join WCRLA be added to SIG Leaders job

Guidelines on appropriate development of SIG newsletters needs to be established

SIGs should have membership fees

Persons providing support to the Peer Tutoring SIG to receive recognition from the Association

description.

Tom also distributed the 1988-89 SIG Leader Packet (Attachment W). The Board recommended that information on the development of newsletters and appropriate samples be included.

The Board expressed its concern over items in recent issues of The Spoke in the Wheel (Critical Thinking SIG Newsletter). The Board asked Tom to inform the new SIG leader that the Spoke not be continued in its present form as an official publication of WCRLA. Jerry Fishman can continue the Spoke, but not affiliated with WCRLA.

**** Susan Deese left the meeting at this time.

III. Peer Tutoring SIG Report

Tom Gier, leader of the peer tutoring SIG, presented a written report to the Board (Attachment X).

The Board commented on Tom not charging anything to assist with printing and mailing costs and strongly encouraged him to start doing so.

Tom asked that recognition be given to Joan Haig, Dean and Karan Hancock, Co-Editor for their support of the Peer Tutoring SIG. Gwyn informed Tom that Susan Deese will be sending thank you letters.

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Congratulations extended
to Tom Gier for his work
with the SIG

Gwyn, on behalf of the Board,
complimented Tom on an
exemplary newsletter, his fine
written report and his
outstanding contributions to
the Association.

IV. MAC Report

MAC sponsoring a forum at
the conference which
features Assemblyman John
Vasconcellos

Manual Olgin, MAC Chairperson,
reported that a main concern
for the committee has been
getting speakers or institutes
at conferences. This year, John
Vasconcellos will speak at a
forum during the conference.

Manual Olgin unable to
continue role in MAC

Manual informed the Board that
he has had a change in his job
that will take him out of the
learning assistance field;
therefore, he will no longer be
able to chair this committee.
Wes Brown indicated an interest
in chairing the MAC.

**** Susan Deese returned to
the meeting at this time.

The Board discussed the
combination of MAC and the
Hispanic Interest Group, but
came to the conclusion that the
purposes for each were
different and decided against a
move in that direction.

Minority issues need to
be reflected in conference
program

Susan recommended that Becky
Patterson work closely with the
Hispanic SIG to bring Hispanic
issues to the Seattle program.
The Board endorsed the need to
have conference programs
reflect minority concerns.

**** Vince Orlando entered the
meeting at this time.

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Appreciation extended to
Manual Olgin for his
contribution to MAC

Gwyn and Susan both expressed
their appreciation to Manual
for the work he has done this
year and for his fine work on
the forum.

**** Bill Broderick entered the
meeting at this time.

The meeting was adjourned at 9:55
for a break and reconvened at 10:05.

V. JCRL Report

Vince Orlando notified the
Board that the Journal is to
Hal and will be distributed
soon. Vince stated that he saw
no problem with getting the
Journal out prior to the
conference.

Thirty-three manuscripts were
received and 21 published.

Cost of Journal \$6,000

It cost \$6,000 to print 1,000
copies of the Journal. The
publisher had estimated \$3,685.
Despite the publisher's
underestimate, the Journal was
still done within budget.

The Journal will be on sale at
the conference for \$12.

Journal expands to two
issues 1989-90

Beginning in the Fall of 1989,
the Journal will become a two
issue volume with one issue out
in the Fall of 1989 and the
second in the Spring of 1990.
Vince estimates a cost increase
of \$2,000 for the 2 issues.

**** Susan Deese left the
meeting at this time.

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Increase in membership
benefits without increase
in membership fees
discussed

Institutional subscriptions
to be solicited

New look for Journal
advocated

Vince informed the Board that if articles are in a scannable quality, there is a 10% reduction in costs; if on disk, a 20% reduction. There was discussion on soliciting articles from writers on disks.

**** Susan Deese returned to the meeting.

Gladys Shaw raised the question of whether membership fees would be increased with going to 2 issues of the Journal. This led to a discussion on how far an Association goes in providing benefits without raising fees. It was decided to have participants at the plenary session deal with this issue of fee increase.

Institutional subscriptions to the Journal were addressed. It was felt that the Association should be proactive in soliciting institutional subscriptions. Vince submitted the form on page 4 of Attachment Y as a means of gaining institutional subscriptions.

Vince discussed the need to change the cover of the Journal including having a new logo. Pages 1 and 2 of Attachment Y reflect ideas he had for a new Journal logo. Gwyn informed Vince of the project JoAnn Carter-Wells is doing for the Association in formalizing one look for WCRLA and recommended that he communicate needs to her.

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Information sheet for
manuscript authors devised

Vince commented that he and JoAnn Mullen had to do a lot of rewriting because authors did not follow style requirements. As a result they developed an information sheet to contributors (See Attachment Y, page 3).

On behalf of the Board, Gwyn congratulated Vince on his fine job with the Journal.

VI. Computer Technology SIG Report

Computer Technology SIG
establishes a resource
network

Bill Broderick, SIG Leader, reviewed the written report he presented to the Board (See Attachment Z). He highlighted the main accomplishment of the SIG as its development of a resource network.

Board denies Association
funds for SIG to join
clearinghouse

Bill requested funds from the Board to join a clearinghouse. The Board recommended that Bill find out from SIG members how much they would be willing to contribute to support this activity. It was also suggested that the SIG could offer this as a service (charge \$10-15 fee) and function as consultants for others who may wish to use the clearinghouse. The Board asked to be kept apprised of Bill's efforts.

Computer Fair staffed by
vendors this year

The Computer Fair will be staffed by vendors this year. That is in direct response to reviews from the Albuquerque conference. The Fair is actually open 9:30 until 4:30, but it isn't listed that way in the program. Susan commented that it is up to the vendors to reopen following the general

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Computer fair to remain
separate from publisher's
exhibits

session. Susan encouraged Bill
to work closely with Becky
Patterson for the Seattle
conference.

**** Bernie Rihn joined the
meeting at this time.

Having the computer fair as
part of the publisher's exhibit
was discussed, but not endorsed
since the goals of each are
different. The idea of having
presenters use the equipment
brought by vendors was raised;
however, it was felt that this
would limit the availability of
the use of the room.

Gwyn complimented Bill on the
quality of the SIG's
newsletter, especially its
professional image.

VI. Conference Report 1989

Dee Tadlock was unable to
attend at this time so Bernie
Rihn presented the report.

United Airlines interested
in being the official
carrier for the 1989
conference

He informed the Board that
United Airlines is offering
such incentives as 45% off
regular coach fare; if one
finds a better fare elsewhere,
United will beat that fare by
5%; for every 40 tickets sold,
1 free ticket will be issued
up to 15 tickets (continental
U.S. only). United is
interested in being listed as
the official carrier for WCRLA.
The Association would have to
publish three times that United
is the official carrier
(Association gets to choose
publication means). Upon

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Seattle conference to
be held at the Madison
Stauffer Hotel

Summer Board to meet
August 5 through 7

Plans for leisure tours
well underway

Scheduling of conference
clarified

signing a contract to have
United as the official carrier,
the Association would receive
one free airline ticket.

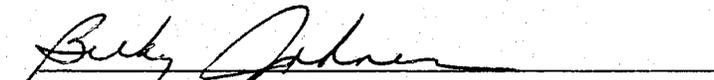
The Seattle conference will be
held at the Madison Stauffer and
a contract has been signed. The
summer board meeting will take
place noon August 5 through noon
August 7; comp rooms for the
board meeting are in the
contract.

Tours being planned include: a
walking tour of Seattle; Blake
Island; bus tour to Yakima
Valley; ferry to Victoria (this
would be a leisure tour before
or after the conference).

Bernie raised a concern that the
conference always falls at
break, finals or first week of
term. Gwyn explained that the
conference date is always held
the week before Palm Sunday. It
would take a vote of the
membership to change that.

The meeting was adjourned at 12:05 p.m.

Respectfully submitted


Becky Johnson, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 26, 1988

Board Members Present: Susan Deese, president; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Susan Brown, Site Selection Chairperson; Carol Clymer, 1988-89 treasurer-elect; Wayne Herlin, Newsletter Editor; Becky Patterson, 1988-89 president-elect; Mary Rubin; Anna Marie Schlender, Placement Service; Joyce Weinsheimer, Scholarship and Awards Chairperson; Bill Broderick, Cheryl Brown, Rhoda Linz Casey, Patti Dozen, Maranda Montgomery

Susan Deese called the meeting to order at 2:15 p.m.

I. Newsletter Report

Wayne Herlin, Newsletter Editor submitted a written report which is contained in Attachment CC.

Hotel card inserts for the Newsletter need to be to Wayne by mid-October

Wayne described the problem encountered with hotel cards this year. Normally, inserting hotel cards into the Newsletter works well, but he needs to receive them by mid-October to meet Newsletter deadlines.

The January 5 deadline for the Newsletter is one that can not be extended if the Newsletter is to be out before the conference.

Susan Deese informed Wayne of the work that JoAnn Carter-Wells will be doing on WCRLA image that will have an impact on the Newsletter.

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More material from state/
region directors requested
for the Newsletter

WCRLA and NADE presidents
to exchange columns in
fall Newsletters

Wayne commented that he is getting more and better material from the SIGs than the state directors. He asked Gwyn to encourage the state/region directors to submit information. Rhoda L. Casey asked whether the Newsletter would be an appropriate vehicle to print a survey that the International Group wants to disseminate. The Board reacted favorably; Wayne stressed the importance of meeting deadlines. He suggested that the Fall issue would be appropriate for such a survey.

Susan informed Wayne of the Newsletter column exchange with the NADE president for the fall issue. Diane Vukovich, NADE president, is to contact Wayne. Wayne will contact the co-editors of NADE's Newsletter to set up a procedure for this to occur on a yearly basis.

The Board complimented Wayne on the fine job he has been doing with the Newsletter.

II. Awards Committee Report

Attachment DD contains Chairperson Joyce Weinsheimer's written report as well as backup documentation for the awards presented this year.

Joyce clarified that although Mike O'Hear is a member of this committee, he was not a reader for his award category.

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Procedure to be established
on research award applicants
requests to more than one
organization

Monies raised at the
conference should
supplement the scholarship
fund, not be the primary
source of funding

Joyce informed the Board that the recipients of the Research Assistance Award have also received funding from IRA. If they keep the funds from both organizations it will enable them to make it a larger study. Gwyn commented that there were two issues here - one, how to deal with the situation in the future; two, what to do now. She recommended that the project be funded with the understanding that a larger project would result and that Joyce Ritchey and Diane Starke submit their results to WCRLA for publication.

The coordination of fundraising with the scholarship fund was a topic of discussion. Susan asked the Board to consider new ways of raising money. The sale of t-shirts has lost money the past two years. Ideas generated included the sale of an applique for t-shirts, book bags and WCRLA coffee mugs and pins. The idea of placing something on the membership form to check off to donate to the scholarship fund was raised. Whatever is raised at the conference should be a supplement to the fund, not the main source of funding. Gladys Shaw suggested that we motivate the states/regions to donate money to the fund.

Joyce Weinsheimer was thanked by the Board for her commitment to the committee and for her fine efforts.

III. Arizona State Director Report

Arizona planning a
state conference with
NADE

Cheryl Brown, Arizona State Director, described collaborate efforts with NADE in Arizona. A joint conference is being planned for October 28-29 in Phoenix. Cheryl made a formal request to the Board for \$500 in seed money to assist with initial conference expenses. NADE is putting \$500 toward the conference and the Maricopa Community College District will also be assisting with finances.

WCRLA to provide \$500
to assist Arizona with
conference preparations

(M) Becky Patterson: to provide \$500 in seed money to assist Arizona with its state conference.

(S) Gwyn Enright

Discussion: Susan commented that the money is only seed money if Arizona plans to eventually return it to WCRLA. She requested that a special projects form be submitted to her.

PASSED

IV. 1990 Conference Site

1990 conference to be
held in Southern
California

Southern California will be the site for the 1990 conference. Sue Brown, Chairperson for Site Selection, has been working with Patti Dozen, Bill Broderick and Maranda Montgomery.

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Hotel in Long Beach or
Irvine to be selected

Bill Broderick to be
the 1990 conference
manager; Maranda
Montgomery to be
assistant manager

Three hotels are being considered: Sheraton and the Ramada Renaissance in Long Beach and the Hilton in Irvine. Sue has been unable to visit any of the sites and she recommended that someone do so before a final selection is made. It was suggested that since Wes Brown will be in the area in April that he could visit the sites.

Patti Dozen, Bill Broderick and Maranda Montgomery provided details and opinions on each of the hotels listed above.

There was considerable discussion on who the conference manager for 1990 would be. With the information provided to the Board as of today, Susan stated that Bill Broderick would be conference manager with Maranda Montgomery as assistant conference manager. Specific duties of each would have to be outlined.

(M) Gwyn Enright: to accept a bid for the 1990 conference in Southern California from a hotel in either Long Beach or Irvine. The final decision is to be made at summer board. Wes Brown is to be charged with visiting the hotels to gain information necessary to make the final decision.

(S) Gladys Shaw

PASSED

The Board adjourned at 4:05 and reconvened at 4:15.

What's In a Name Task Force
reviewing relevant
terminology

Categorization of
definitions to be next
focus of task force

V. Task Force Update

Mary Rubin reviewed the charge of her task force and informed the Board that there are sixteen individuals (out of twenty-five contacted) who are actively working on the charge. At the request of Martha Maxwell several dictionaries were reviewed in relation to terminology relevant to the task force charge. The initial findings are presented in Attachment FF.

Members of the task force will focus efforts in the coming months on categorizing terms and coming up with definitions. A position paper is projected for January. Gwyn encouraged Mary to begin publishing results as the group moves along and not wait until the entire project is finished.

The Board felt like this should be considered for presentation at NADE.

Susan requested that the Board be updated frequently on the progress of this task force.

Mary expressed her appreciation to the Board for their interest and support in this topic.

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VI. Reader's Survey in JDE

JDE conducting a reader's
survey

Susan distributed a survey
that she received from Barbara
Calderwood, Managing Editor
for JDE. (See Attachment GG.)
Susan has asked that Vince
Orlando and JoAnn Mullen
respond to the survey

VII. JDE Outstanding Article

JDE to select an
outstanding journal
article

Susan informed the Board that
she received a letter from Bunk
Spann notifying her that JDE
plans to institute an award for
the outstanding article in JDE.
Attachment II contains details
of the evaluation method. Bunk
is requesting participation
from other organizations in the
selection process. Gwyn
expressed that she feels this
is a political agenda and that
JDE should have its own
reviewers choose the
outstanding article.

Board votes not to
participate in the
selection of JDE's
outstanding article

(M) Gladys Shaw: that WCRLA
supports the idea of an
outstanding journal article but
chooses not to participate in
the selection of the
outstanding article. WCRLA
recommends that JDE use its own
reviewers in the selection
process.

(S) Becky Patterson

PASSED

VIII. Membership Survey

Susan Deese to survey
WCRLA membership in an
effort to better define
ourselves

Susan would like to distribute
a survey in the fall,
information from which would
be used to better define
ourselves. Susan requested
that Board members submit to
her by July assumptions or
ideas on the types of
questions it should contain.

IX. Placement Report

Placement service has 90
active members

Anna Marie Schlender reported
the following: the placement
service has 65 active members
since the last conference; 30
signed up this year; 5 have
moved; there are 90
subscribers to the service.
Four multiple mailings have
been done; one single mailing.
Six telephone requests on job
search have been fielded by
Anna Marie. Eighteen job
announcements from this
conference will be sent to the
90 subscribers.

Use of 800 or 900 number
to be investigated

The use of an 800 or 900
number was discussed. The
Board asked Anna Marie to
investigate both options. Gwyn
cautioned that whatever is
used it must be dependable.
She relayed experiences with
TeleNade.

Job search session to be
scheduled for Seattle
conference

Becky Patterson suggested that
a session on job search/job
change be held at the Seattle
conference. Susan recommended
that tips on job search be
placed in the Newsletter.

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Application for placement
service to be placed in
summer Newsletter

Idea of conducting
preliminary interviews at
the annual conference is
positively received by the
Board

Plenary session a success

Gwyn commented that she doubts members know that they have to subscribe to this service. She recommended placing a reminder in the Newsletter. Anna Marie informed the Board that an application for the service is always placed in the Newsletter following the conference.

The idea of providing space at the conference for preliminary interviews to be done was well received by the Board. Becky Patterson and Anna Marie were asked to work on this concept for the Seattle conference.

On behalf of the Board, Susan extended appreciation to Anna Marie for her work on the placement service.

X. Plenary Session

The Board commented that the session was positively received. It was recommended to have another one in Seattle, but there is a need to educate members on what "plenary" means. More time for closure is needed and it was recommended for Seattle that the session be scheduled for one and half hours. The Board also recommended that issues be placed in the program so people have time before the session to think about them.

Gladys commented that those participating in her group were not opposed to raising the membership fee.

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XI. Budget Preparation

Budget requests due to
Susan by July 15

Gladys Shaw distributed
packets containing forms that
will assist Board members with
their budget requests.

Susan asked that budget
requests be sent to her by
July 15.

The meeting was adjourned at
5:47 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
First General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 24, 1988

I. Welcome

President Gwyn Enright presided and called the meeting to order at 1:40 p.m. She welcomed the members to the conference and introduced the newly elected officers: Becky Patterson, president-elect, 1988, and Carol Clymer, treasurer, 1988-90. The members were also welcomed by Susan Deese, president-elect and 1988 Conference Manager and Program Committee Chairperson; Nancy Tooker, 1988 Conference site manager; and, David Mertes, Chancellor of Los Rio Community College District.

II. Nominations and Elections Committee

President Enright expressed appreciation to Pat Heard for a job well done as chair of the Elections Committee. She then introduced Susan Brown, Nominations and Elections Committee Chair for 1989. Susan announced the members of her committee and invited WCRLA members to an open meeting of the Nominations and Elections Committee on Friday, March 25, at 8:00 a.m. in Diablo. Committee members are Wes Brown, Kathy Carpenter, Nancy Moreland and Jim Prager.

III. Keynote Speaker

Dr. JoAnn Carter-Wells, professor from California State University Fullerton, introduced the keynote speaker, Dr. Richard Paul. Dr. Paul's speech was entitled, "Critical Thinking and the Evaluation of Learning."

The meeting was adjourned at 3:25 p.m.

Respectfully submitted


Becky Johnson, Secretary

(These minutes have not been approved.)

WCRLA
Second General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 25, 1988

- I. President Gwyn Enright presided and called the meeting to order at 1:35 p.m.
- II. President Enright introduced Becky Johnen, secretary, who highlighted Board activities since the annual conference in Albuquerque (1987) in the secretary report. (See Attachment AA.)
- III. Secretary Johnen introduced Gladys Shaw, treasurer, who presented the treasurer's report. Gladys announced that WCRLA is solvent as an organization; the books are in balance; prior to the conference the Association had approximately 660 members; and, the 1986-87 audit was favorable.

The Association's funds balance on June 30, 1987 was \$42,923.61. This included an increase of \$3,736.57 over the year's beginning balance. Since member fees fund only about half of the Association's normal operating expenses, this increase was primarily due to the financial success of the 1987 conference. As of February 29, 1988 the Association's funds balance was \$43,462.31.

- IV. Treasurer Shaw then introduced Wes Brown, Coordinator of State/Region Directors, who presented the report on state/region activities. There are twenty-nine states/regions and only four are without directors. The Board has approved guidelines for the formation of state chapters and discussion on this has been a focus of state/region directors' meetings.
- V. Carole Bogue introduced President Gwyn Enright who delivered the presidential address entitled, "The Keys to Keeping Both Doors and Minds Open." (Text is included in Attachment BB.)

The meeting was adjourned at 2:15 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
Third General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 26, 1988

Seated at Head Table: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, past-president; Becky Johnen, secretary; Gladys Shaw, treasurer; Joyce Weinsheimer, chairperson, Scholarship and Awards Committee; Becky Patterson, president-elect 1988-89; Carol Clymer, treasurer-elect 1988-90.

Gwyn Enright called the third general session to order at 12:50 p.m.

I. Presentation of Certificates of Appreciation

Gwyn Enright presented certificates of appreciation to the following:

Conference Arrangements

Joe Aiello - co-conference manager
Karen Agee - newcomers
Linda Briggs - tours
William Broderick - computer fair
Robby Ching - exhibits
Carol Clymer - evaluations
Merrie Courtright - program review
Barbara Dawson - dinner on the town
Susan Eiland - food events
Jerry Fishman - AV
Sally Garcia - lunch with a mentor
Patti Glenn - chairpersons
Kathleen Matthews - program review
Sue McKee - registration
Manual Olgin - MAC forum
Deborah Weaver Parker - program review
Tom Parker - program arrangements; program review
Carol Pottorff - registration
Nancy Tooker - co-conference manager
Ester Wells - program review

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Retiring State Directors

Lois Burrill
Kathy Carpenter
Kathy Chang
John Garcia
Dale Haynes
Bess Jenkins
Rae McCormick
Phil Mullins
Marianne North
Spenser Olesen
Bernie Rihn
Sue Shattuck
Barbara Swanson

Outstanding Chairs

Tom Gier
Pat Heard
Wayne Herlin
Mary Rubin
Joyce Weinsheimer

Behind the scenes support

Don Basile
JoAnn Carter-Wells

II. Presentation of Awards

Joyce Weinsheimer shared the reasons for the awards - to support members in their professional development and to recognize achievement in the field. She then explained the four awards - research assistance (new this year), distinguished research (new this year), scholarship and long and outstanding service.

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Gwyn Enright announced the following winners:

WCRLA Scholarship, \$500, to Beverly Lou Walden Graham.

Research Assistance Award, \$250, to Joyce A. Ritchey and Diane J. Starke.

Distinguished Research Award, \$100 honorarium and plaque, to Micheal O'Hear.

Long and Outstanding Award to Karen Smith.

III. Installation of New Officers

Gladys Shaw reviewed her two years as treasurer and introduced incoming treasurer, Carol Clymer. Appropriate symbols of the office were passed on to Carol.

Wes Brown presented a plaque to outgoing president, Gwyn Enright.

Gwyn Enright presented the gavel and presidential plaque to Susan Deese, president 1988-89.

Susan Deese installed Becky Patterson as president-elect, 1988-89.

Susan described her main goal for 1988-89 as getting to know the members better to ensure that needs continue to be met.

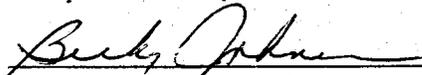
IV. 1989 Conference

Susan Deese introduced Dee Tadlock and Bernie Rihn who will serve as Seattle conference managers.

Luncheon participants were treated to a slide presentation highlighting the city of Seattle.

The third general session was adjourned at 1:50 p.m.

Respectfully submitted



Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 21, 1988

Board Members Present: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Becky Patterson, 1988-89 president-elect

Gwyn Enright called the meeting to order at 8:27 p.m.

I. Welcome

Agenda approved

Gwyn Enright welcomed everyone. The agenda, which had been distributed prior to the meeting, was approved with the changes as noted (Attachment A).

1988 president-elect, Becky Patterson, welcomed

II. Gwyn welcomed Becky Patterson and congratulated her on being elected president-elect, 1988.

III. Approval of Minutes of July 1987, Board Meeting; October, 1987 Retreat; and, January, 1988 conference call.

July, 1987, October 1987 and January, 1988 minutes approved

The minutes of meetings held at times listed above were approved with the following corrections:

- A. Summary, 3B: change Vasconsellos to Vasconcellos
- B. July 17, 1987, p.4, IV., line 4: change Vasconsellos to Vasconcellos
- C. July 17, 1987, p.7, VI., B, line 14: add the word it between placing and on
- D. July 18, 1987, p. 4, I., F, line 18: change Crist to Christ

- E. July 18, 1987, page 10, IV., C, line 9: change Vasconsellos to Vasconcellos
- F. July 18, 1987, page 16, XIII., line 14: change Gwyn Enright to Becky Johnen
- G. October 26, 1987, Attachment D, page 1, line 11: change all in members to all new members
- H. October 26, 1987, Attachment D, page 2, line 20: change Crist to Christ; line 24: change Kersteins to Kerstiens
- I. October 25, 1987, page 2 and 3, IV.: change all references to RIDE to JDE
- J. October 25, 1987, page 3, IV. line 27: change ensued to ensued
- K. October 25, 1987, page 4, VI., line 11: change inexpensive to cost efficient
- L. October 26, 1987, page 3, IV., line 15: change was to were; V., line 5: change Crist to Christ
- M. March 7, 1988, pages 1 and 3: change all references to RIDE to RRIDE; page 3, III., line 2: change survey to surveys

(M) Wes Brown: to approve the minutes as corrected.

(S) Gladys Shaw

PASSED

IV. Secretary's Report

Becky Johnen reported that Chemeketa Community College has provided extensive support for her as secretary of the organization. Services

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Certificates for non-WCRLA members who support the work of officers to be sent

Yearly index to the minutes to be developed

Use of portable microfiche reader to be piloted at this conference

Books are balanced and Association is solvent

provided include typing, word processing, copying, mailings, supplies and use of the phone. Becky requested that certificates of appreciation be sent to Judy Billings, her secretary and to Tom Gill, her dean for their support of her as secretary of WCRLA. Susan Deese will write letters to them.

The development of guidelines and a starter kit for state chapters has been a main project.

Becky is currently in the process of updating the policies and procedures handbook and the index of minutes. A yearly index to the minutes is also being worked on. The addition of page numbers to minute summaries will continue.

Becky has brought a portable microfiche reader to the conference to pilot its use and efficiency prior to spending time analyzing costs for purchase.

The Board accepted the secretary's report as presented.

V. Treasurer's Report

Gladys Shaw reported that the books are balanced and that the Association is solvent. The detailed financial report is contained in Attachment B.

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Treasurer recommends
no change in current
accounting system

Officer presentations
at conferences were
beneficial

The Association earned quite a bit through interest on its \$30,000 investment.

In discussing the budget summary sheets it was decided to keep awards and fundraising in the regular budget rather than place in the conference budget. Special funding for state/regional chapters will remain in the budget as is rather than be placed in promotion. Likewise, travel for board members who speak at conferences to promote the Association will remain in the board's travel budget rather than be changed to the promotion budget.

The Board complimented Gladys on the accounting system she developed and on the general budget summary format.

The Board accepted the treasurer's report as presented.

VI. President's Report
Gwyn Enright highlighted progress made toward goals and the accomplishment of "housekeeping" duties. (See Attachment C.)

Sending officers to state conferences to promote the Association has been beneficial. Susan Deese is scheduled to speak at the 1988 Texas conference. WCRLA is formally listed as a co-sponsor of the conference (see

Ways to attract disabled individuals to the Association considered

Need for a political action committee considered

Promotion of Association within large regions and membership in small states key issues facing state/regional directors

More "how to" training recommended

Attachment D.)

There was discussion on the formation of a task force to attract disabled individuals to the Association. The discussion was in response to the participation of Frances Croft at this conference and the interest that generated among the deaf community.

The Board also discussed the formation of a political action committee. This committee could help members in states that have legislative items being considered which affect our interests.

Gwyn summarized the year as an impressive one.

VII. Coordinator of State/Regional Directors Report

Wes Brown summarized the information state directors presented in their reports to him (see Attachment E). Issues which state directors need assistance with include: the promotion of items within a region; the hosting of a conference in Kansas/Nebraska; and, the increase of membership in small states.

Becky Patterson suggested having a panel presentation of exemplary practices that would be presented by state directors currently implementing exemplary practices. She urged more "how to" training be conducted.

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Redesign of state/
regional director
job description
recommended

Susan Deese commented on the current job description for state/regional directors and recommended its redesign. As currently written it appears an awesome task and could prevent some talented and motivated individuals from accepting the position.

Leadership training
for state/regional
directors supported

The Board discussed the idea of a Leadership Program at the 1989 conference as either a pre- or post-conference institute. A motivational speaker could get the program going and WCRLA members who are currently practicing excellent "how to" ideas could be targeted as speakers. Becky Patterson suggested that it should be an "honor" to attend such an institute. She shared the International Reading Association (IRA) training she participated in when she was state president of IRA.

Guide to Establishing
State/Regional chapters
developed

The Guide to Establishing State/Regional Chapters (Attachment F) developed by Becky Johnen was reviewed.

The meeting was adjourned at 10:45 PM.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 22, 1988

Board Members Present: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Carol Clymer, 1988-89 treasurer-elect; Shar Mansfield, N. California State Director; Patti Glenn, Bylaws Chairperson; Becky Patterson, 1988-89 president-elect; Karen Smith, Archivist

Gwyn Enright called the meeting to order at 9:05 a.m.

1. Liaison - WCRLA/TADE
Gladys Shaw described the current status of WCRLA in Texas. She expressed concern because WCRLA is co-sponsoring the upcoming state conference (including paying one-half of the expenses) yet had no input into the program.

Board endorses proactive recruitment ideas for the TADE/WCRLA conference.

In a request for recruitment ideas, Gladys received the following: distribute brochures, have the Newsletter and Journal available, request time on the program, since Susan Deese will be there, make sure that she is introduced whenever possible, place a call to the Seattle conference in packets, and place promotional posters of Seattle throughout the conference site.

Board approves the hosting of a reception at the TADE/WCRLA conference and authorizes up to \$500 for the event.

Gwyn Enright suggested that WCRLA host a reception one evening of the conference with this being announced in the conference program and with a sign at the reception which reads compliments of WCRLA.

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Sacramento, California
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(M) Wes Brown: to approve up to \$500 to be used to sponsor a reception at the TADE/WCRLA conference.

(S) Becky Johnen

PASSED

Board considers various means to collect information on who attends the reception

Wes Brown recommended that information on who attends the reception be gathered. Becky Johnen suggested having all who attend register for a drawing. Susan Deese suggested registering for a voucher toward the registration fee for the WCRLA conference. Difficulties with conference vouchers were discussed and Gwyn suggested another option to gathering who was in attendance - having a guest book all would sign.

II. Liaison - Standards and Guidelines

Gwyn provided an update on the CAS Standards (see Attachment G).

Gladys Shaw to work with NADE's Standards and Ethics Committee on CAS Standards

NADE, in response to the CAS Standards, is having members of its Standards and Ethics Committee consider several options in developing a set of standards for the organization. Jerry Weber is chairing the committee. Gwyn suggested WCRLA options included doing its own thing, handing the work we've done so far over to the NADE committee or having representation from WCRLA on Jerry's committee. Becky Johnen felt that active

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Active involvement and cooperation with NADE on the standards issue seen as a benefit to WCRLA

involvement would be to the Association's benefit. Gladys Shaw volunteered to work on the NADE committee and she'll contact Jerry Weber.

The Board expressed concern that since NADE sees Developmental Education differently than Learning Assistance that if it comes up with its own standards it could have an adverse impact on the profession. Gwyn will write Jerry and inform him that WCRLA has spent time analyzing the CAS Standards and that Gladys Shaw would be interested in serving on his committee and that she could share WCRLA's view on the Standards.

III. President-Elect Report

Susan Deese submitted a written report (see Attachment H).

A. Program Chair

Changes to conference programming and scheduling seen as positive

Report highlights include: earlier deadline for call for proposals was successful; four of ten institutes are SIG sponsored; two institutes will be repeated during the conference; conference schedule changed to starting on Wednesday and ending on Saturday; and, the scheduling of a plenary session to discuss issues facing the Association.

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B. WCRLA Representative at NADE

WCRLA and NADE officers
discuss ways Association's
can cooperate with one
another

Susan had the opportunity to meet with Diane Vukovich, NADE president and Kaylene Gebert, NADE president-elect while at the 1988 NADE conference. Items discussed included: possibility of a joint/concurrent conference in 1993 in San Antonio, Texas; exchanging membership lists each June 1; having each Association President write a column for the other's Fall Newsletter; exchanging an exhibits table at each conference; and, having a program slot at each conference.

Joint or concurrent
conference with NADE
discussed

The concept of a joint or concurrent conference received attention from the Board. It was decided that a clear definition of terms was needed and that if the concept is pursued, neither Association loses its self-identity in the process. It was decided that this would be an item of discussion at the summer board meeting.

Newsletter column exchange
between WCRLA and NADE
presidents to begin Fall,
1988; Susan Deese to
spotlight SIGs

Susan's first column for the NADE Newsletter will focus on the SIGs. It was recommended that this column articulate the strong points of WCRLA and not the differences between the two Associations.

Program slot at
conferences to be
made available to
Association liaisons

The idea of having a program slot at each conference met with much discussion. The question of whether this arrangement would obligate us to have space on our program for other Association liaisons

was discussed. Since we do not have the same reciprocal relationship with other liaisons we would not be obligated to provide the same "service". It was recommended that we view this an opportunity not a problem and deal with each liaison individually. Becky Patterson was charged with writing to all liaisons offering them program slots.

C. JCRL in institution libraries

Association to make a concerted effort to get the JCRL in institution libraries

Susan shared that a personal goal would be to work with JoAnn Mullen and Vince Orlando to draft a letter that would go to all libraries announcing the opportunity to buy the JCRL for their collections.

The Board complimented Susan on her report as well as the fine job she did on the conference programs.

IV. New brochures

New brochures ready for distribution

Gwyn Enright distributed the new WCRLA brochure (see Attachment I). The brochures will also be given to the state directors.

**** Nancy Tooker joined the meeting at this time.

V. On-Site Conference Chair's Report

Nancy Tooker reported that as of March 21, 296 persons had pre-registered for the conference. To date, what has been spent has been close to budget; there have been no unexpected expenses.

Nancy commented on the need for a more precise audiovisual (AV) list. She recommended that an AV list accompany the acceptance letter to presenters specifying a deadline for ordering equipment. Susan Deese supported this idea reaffirming that a definite policy on AV requests is needed.

Nancy recommended that more computer support is needed. One suggestion was to schedule presentations requiring computers in the computer fair room. Wes suggested that something be placed in the host city packet to see if schools would donate equipment. Becky Patterson suggested that 2 AV people be assigned to work on the conference; 1 for general needs and the other for computers. Use of hotel resources was discussed, but the cost (approximately \$17 per day per unit) is prohibitive.

Concern over the fee charged to exhibitors was discussed. Nancy felt that many exhibitors were reluctant to come because of the cost. One vendor cancelled because of the cost.

Policy on AV requests to be developed

Need for strong computer support from institutions in the area of an annual conference is voiced

Concern over exhibitor fee addressed

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Exhibitors to be surveyed to determine views on current year fee structure

Interpreters are needed for the conference

The location and size of the conference are factors vendors also consider when deciding to exhibit. It was discussed that we do not have the same market for publishers since many instructors do not have adoptions for texts. It seems that the key is how we market ourselves to publishers. It was suggested that we survey the exhibitors this year on their feelings of the cost of the tables.

Registration for the institutes is doing well as is registration for the SIG meals. Susan recommended that Nancy turn in a number 10% below the number who register for a meal function because of the number of no shows.

Frances Croft called Gwyn and notified her of the possibility of deaf educators attending the conference on Friday. The need for interpreters, particularly at the registration table, was discussed.

On behalf of the Board, Gwyn thanked Nancy for her fine report.

The meeting was adjourned at 12:15 for lunch and reconvened at 1:30.

VI. Treasurer, 1988-90

Carol Clymer, treasurer,
1988-90

Gwyn Enright welcomed Carol Clymer and congratulated her on having been elected treasurer, 1988-90.

VII. New Membership Benefits

Journal of Developmental Education and Review of Research in Developmental Education added to membership benefits

Attachment J details the specifics of offering the Journal of Developmental Education and Review of Research in Developmental Education as benefits to membership in WCRLA. The supplemental subscription offer (see Attachment K) developed by Gwyn has received positive feedback.

VIII. Revised Job Descriptions

A. Coordinator of State/Regional Directors

Attachment L contains the revised job description as recommended by Gwyn.

Title change to Coordinator of States and Regions recommended

Discussion revolved around: title change to coordinator of states and regions; in addition to current membership lists, one year lapsed member lists would also be helpful; and, include chapter presidents (in parenthesis) throughout the description.

JCRL Editor works with authors and manuscripts; Executive Editor deals with the business aspects of the Journal

(M) Wes Brown: to approve the job description for state/region directors as amended.

(S) Gladys Shaw

PASSED

B. JCRL Editor and Executive Editor

Duties as recommended by Gwyn are contained in the job descriptions in Attachments M and N. The difference between editors was clarified - editor works with authors and the manuscripts while the executive editor works with the business functions.

Discussion on the descriptions centered on the timelines. Susan recommended that the editor set timelines; Gwyn commented that those on the description are suggested timelines only and that the individual has a say in the actual timelines.

(M) Gladys Shaw: to accept the editor and executive editor descriptions.

(S) Wes Brown

PASSED

C. Elections Chair

See Attachment O for the revised job description. There was no discussion on the recommended changes.

(M) Wes Brown: to accept the elections chair job description as presented.

(S) Gladys Shaw

PASSED

D. Awards Committee

Awards committee to coordinate any fund raising activities that take place at the annual conference with the on site manager

Attachment P details the recommended changes. Main change involves the committee coordinating any scholarship or award fund raising activities to take place at the annual conference with the on site conference manager or designee.

(M) Wes Brown: to accept the awards committee description as presented.

(S) Gladys Shaw

PASSED

IX. Plenary Session

Plenary session to address major issues facing the Association

The Board discussed the format and structure for the plenary session. Following introductory comments by Gwyn, the large group will break into smaller groups based on individual interest in topics presented. The

Board members to
facilitate small
group discussions
during plenary session

Board approved reimbursing
archivist for moving
expenses that resulted from
WCRLA items

small groups will be
facilitated by Board
members. Facilitators will
allow time for closure at
the end of the discussion
and will complete an
informational sheet for
Gwyn.

Board facilitator
assignments: Name Change -
Susan Deese; Regional
Expansion/Size - Wes Brown;
Member Benefits - Gladys
Shaw; Political Activities -
Carol Clymer; State
Chapters - Becky Johnen;
Professionalism - Becky
Patterson.

Becky Johnen will distribute
facilitator guides to all
Board members.

The Board adjourned at 3:25 for
a break and reconvened at 3:50.

X. Archives Report

Karen Smith presented a
written progress report to
the Board (See Attachment
Q). It was decided that
WCRLA would pay the
estimated \$100 additional
shipping costs for WCRLA's
items to go from New Mexico
to Louisiana. Karen informed
the Board that the portable
display will be redone if
not easily transportable by
plane.

A list of what items are appropriate to be sent to archivist to be developed

New Mexico individual to deal with Corporation paperwork to be named

Standard logos and public relations policy for all official WCRLA business to be developed

There was discussion on what items are appropriate to be sent to the archivist. Karen will develop a list. Susan will add this development of a "records management sheet" to the archivist job description.

Karen informed the Board of the need to identify a new individual from New Mexico who will be responsible for the paperwork involved with the filing of the Corporation papers.

The Board congratulated Karen on her new position.

The meeting was adjourned for dinner at 4:05 and reconvened at 7:25.

XI. Policy on Publications and Printed Matter

JoAnn Carter-Wells presented a procedure on the development of a professional look and method of presentation for all official WCRLA business (see Attachment R).

Discussion ensued on the Association's image when any content is disseminated. SIG newsletters were used as an example.

*** Kate Sandberg entered;
Kate and Susan Deese left the meeting at this time.

The Board discussed JoAnn's proposal item by item and recommended language changes are reflected on Attachment R. The Board felt that the Marketing Plan Carole Bogue presented at the 1986 annual conference would be a helpful guide for JoAnn. (See Attachment S.)

**** Susan Deese re-entered the meeting at this time.

(M) Wes Brown: for JoAnn Carter-Wells to develop a professional look and method of presentation for all official WCRLA business and to present to the Board at its summer meeting a preliminary draft of logos and a public relations policy.

(S) Gladys Shaw

PASSED

**** Patti Glenn joined the meeting at this time.

XI. Bylaws Update

State chapters to be a Board policy first year rather than bylaws change

Patti informed the Board that she had two inquiries throughout the year regarding bylaws. One involved state chapters and whether a bylaws change would be needed. She advised the Board to have decisions regarding the state chapter issue remain Board policy

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The scheduling of a conference outside the 18 Western states would require a bylaws change

rather than a bylaws change for now.

The second inquiry involved the scheduling of an annual conference outside of the Western states. This would have to be a bylaws change, either eliminating the item that reads, "...18 Western states..." or the item could be temporarily suspended.

Patti asked the Board that whatever the it does, to keep it simple.

**** Patti Glenn left the meeting at this time.

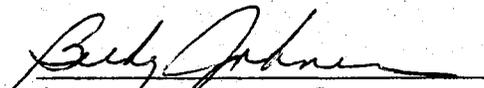
XII. Plenary Session

Becky Johnen distributed a facilitator's guide (see Attachment T) to help Board members prepare for the plenary session.

Gwyn distributed the recording forms (Attachment T, page 30) to be used at the session.

The meeting was adjourned at 8:30 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

MEMORANDUM

TO: Becky Johnen
FROM: Gwyn Enright
DATE: 3-15-1988
SUBJECT: WCRLA Board Meetings - Agenda

This memo confirms the times and the issues you requested for the Board Agenda. WCRLA Board of Directors will be meeting Monday, Tuesday, and Wednesday during the times listed below:

Monday	Tuesday	Wednesday	Saturday
3/21	3/22	3/23	3/26
7:15-10pm	9am-9pm	8am-12noon	2pm-6pm
Granada Room	Granada Room	Granada Room	Room 220

Please note that we will be meeting an hour earlier (8:00) on Wednesday to accommodate those folks who would not be arriving in Sacramento early.

Please remember we will be having dinner together Monday night at 6:00 pm at John Q's - it will be good to see you again. !

Monday
March 21, 1988
Granda Room - Capitol Plaza Holiday Inn

7:15pm - 10:00pm

1. Call to order
2. Approve agenda/additions
3. Welcome newly elected officers:
Becky and Carol
4. Approve minutes from July 1987,
October 1987, and March 7, 1988
5. Reports
Secretary's report - Becky Johnen
Treasurer's report - Gladys Shaw
President's Report - Gwyn Enright
Coordinator of State Directors -
Wes Brown
6. Old Business - Wes Brown, Becky Johnen
State Chapters
Kit for State Directors
Promotion

RECEIVED MAR 21 1988

Tuesday
March 22, 1988
Granada Room - Capitol Plaza Holiday Inn

9:00am - 12:00noon

1. Liaison - Gladys Shaw
WCRLA/TADE
October Developmental Education
Meeting in El Paso
2. Liaison - Gwyn Enright
Standards and Guidelines
3. President-Elect's (Program
Chair's) Report - Susan Deese
4. On-Site Conference Chair's Report -
Nancy Tooker

12:00noon - 1:00pm

Lunch

1:00pm - 5:00pm

5. New membership benefits -Gwyn Enright
JDE/RRIDE
6. New brochures - Gwyn Enright
7. Revised job descriptions for
Elections Committee
Chairperson, Coordinator of State
Directors, JCRL Editors, and Awards
Committee - Pat Heard, Gwyn Enright
8. Archives Report - Karen Smith

5:00pm - 6:00pm

Dinner

6:30pm - 9:00pm

9. Policy on publications and printed
matter - JoAnn Carter-Wells
10. Review of issues/plans for plenary
session-Susan Deese and Gwyn Enright

9:00pm

Adjourn to the hospitality suite

7.0 10. Pat Glenn - Bylaws Update

Wednesday
March 23, 1988
Granada Room- Capitol Plaza Holiday Inn

8:00am-12:00noon

1. Tutor Certification - Tom Gier
2. SIG Coordinators Report - Tom Gier
3. Peer Tutoring SIG Report - Tom Gier
4. JCRL Report - Vince Orlando
Logo, brochure, second issue
5. MAC Report - Manual Olgin
MAC Forum
6. Computer Technology SIG
- Bill Broderick
7. Conference Site Selection Report
- Sue Brown
Southern California?
Kansas/Nebraska?
8. Conference Report 1989 - Dee Tadlock
Summer Board Meeting dates?

*moved
to 3:00
Saturday*

Saturday
March 26, 1988
Room 220

2:00pm-6:00pm

1. WCRLA Newsletter report - Wayne Herlin
2. Awards Committee report - Joyce Weinsheimer (The Board will receive some information before this report!)
3. Arizona State Director's Report - Cheryl Brown
4. Preparing Budget Requests - Gladys Shaw
5. Membership Survey - Susan Deese
6. Confirmation of Summer Board Meeting

- 5:00 7. Anna Marie Schlander - Placement Report
- 3:00 8. Mary Rubin - Task Force Update
- 2:00 9. Sue Brown
Bill Braddock - 1990 site
10. Review plenary session

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - Savings

AT Feb 29, 1988

BALANCE PER BANK STATEMENT \$ 990.17
Add: Deposits in transit \$
Other (Specify):

Deduct: Outstanding Checks \$
Other (Specify):

CORRECTED BALANCE \$ 990.17

BALANCE PER BOOKS \$ 1040.17
Add: Unrecorded deposits \$ 25.00
+ Other (Specify)

Deduct: Service Charges \$
NSF Checks <175.00>
Other (Specify):

CORRECTED BALANCE \$ 990.17

RECEIVED MAR 2 1 1988

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - Checking
AT Feb 29, 1988

BALANCE PER BANK STATEMENT \$ 7913.76
Add: Deposits in transit \$
Other (Specify):

Deduct: Outstanding Checks \$ 48.00
Other (Specify):

CORRECTED BALANCE \$ 7865.76

BALANCE PER BOOKS \$ 7860.13
Add: Unrecorded deposits Interest \$ 30.63
+ Other (Specify):

Deduct: Service Charges \$
NSF Checks
Other (Specify): Deposited to Savings instead of checking (25.00)

CORRECTED BALANCE \$ 7865.76

001
OK Checks

176 15.00 -
183 7.00 -
216 23.00 -

RECEIVED MAR 2 1 1988

statement of account

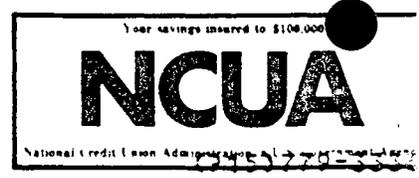
El Paso Teachers Federal Credit Union
6610 Continental Drive El Paso, Texas 79925 779-3336

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE BILLING ERRORS.

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE REGULATION ERRORS

WESTERN COLLEGE ASSOC
G SHAW OR G ENRIGHT
6241 SNOW HEIGHTS CT
EL PASO, TX 79912

SEND INQUIRIES TO:
El Paso Teachers Federal Credit Union
6610 Continental Drive
El Paso, Texas 79925



PAGE 01	SOCIAL SECURITY NUMBER 000 00 0000	STATEMENT PERIOD FROM 020188 TO 022988	ACCOUNT NUMBER 34710-04	(915)779-3336
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DIVIDENDS 66.53 **FINANCE CHARGE 0.00**

ANNUAL MTG. DINNER - FRI., APRIL 15, 1988 - 6:30PM., MARRIOTT HOTEL
TICKETS (ADULTS - \$6.50, CHILDREN - \$4.50) ON SALE NOW AT ALL OFFICES.
MARCH ONLY, 9.9% A.P.R. FINANCING AVAILABLE ON NEW CARS.
PLUS, 10.9% A.P.R. (1986 & 1987 CARS) AND 11.9% A.P.R. (1984 & 1985 CARS).

TRANS DATE	EFFECTIVE DATE	TRANSACTION DESCRIPTION	TRANSACTION AMOUNT	BALANCE
		SHARE ACCOUNT	PREVIOUS BALANCE	1040
0205		DEPOSIT ?	2500	1065
0208		EFT WITHDRAWAL RETURNED CHECK FEE	2500	1040
0212		EFT WITHDRAWAL RETURNED CHECK FEE ✓	2500	1015
0224		EFT WITHDRAWAL RETURNED CHECK FEE ✓	2500	990
		DIVIDEND PAID YTD: 5.45	NEW BALANCE	990

		DRAFT ACCOUNT	PREVIOUS BALANCE	8341
0201		EFT DIVIDEND RATE FOR SHAREDRAFT ACCOUNT = 5.00%	3063	8372
0201		ITEM # 334	2000	8172
0204		ITEM # 335	72.14	8000
0205		DEPOSIT	8000	8900
0205		DEPOSIT	5000	9400
0205		ITEM # 330	5000	3909
0205		ITEM # 332	5000	3409
0205		ITEM # 331	5000	7909
0206		DEPOSIT	2500	7934
0208		ITEM # 162	2500	7909
0209		DEPOSIT	3500	8259
0209		DEPOSIT	2500	8284
0212		ITEM # 337	222.30	3061
0216		ITEM # 336	393.93	7668
0218		DEPOSIT	5755	7725
0218		ITEM # 333	310.36	7415
0219		DEPOSIT	2500	7440
0223		DEPOSIT	2500	7765
0225		ITEM # 339	101.47	7663
0226		DEPOSIT	5000	7713
0229		DEPOSIT	2000	7913
		DIVIDEND PAID YTD: 61.13	NEW BALANCE	7913

ITEMS CLEARED THIS STATEMENT PERIOD

ITEM	AMOUNT	ITEM	AMOUNT	ITEM	AMOUNT
162	25.00	334	200.00	338	310.36
330	500.00	335	72.14	339	101.47
331	500.00	336	393.93		
332	500.00	337	222.30		

EACH LOAN MARKED * IS OPEN END CREDIT. THE DAILY PERIODIC RATE AND THE ANNUAL PERCENTAGE RATE USED TO COMPUTE THE DAILY PERIODIC RATE IS APPLIED TO YOUR BALANCE FOR EACH DAY SUCH BALANCE IS OUTSTANDING. YOUR BALANCE IS SUBJECT TO CHANGE WITHOUT NOTICE.

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statement of account

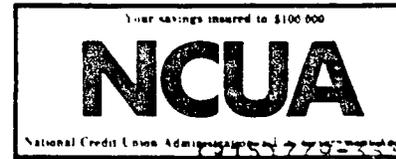
El Paso Teachers Federal Credit Union
6610 Continental Drive El Paso, Texas 79925 779-3336

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE BILLING ERRORS.

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE REGULATION ERRORS

WESTERN COLLEGE ASSOC
G SHAW OR G ENRIGHT
6241 SNOW HEIGHTS CT
EL PASO, TX 79912

SEND INQUIRIES TO:
El Paso Teachers Federal Credit Union
6610 Continental Drive
El Paso, Texas 79925



SOCIAL SECURITY NUMBER STATEMENT PERIOD ACCOUNT NUMBER

PAGE 02 000 00 0000 020188 022988 34710-04 (915)779-3336

DIVIDENDS 66.58 FINANCE CHARGE 0.00

ANNUAL MTG. DINNER - FRI., APRIL 15, 1988 - 6:30PM., MARRIOTT HOTEL
TICKETS (ADULTS - \$6.50, CHILDREN - \$4.50) ON SALE NOW AT ALL OFFICES.
MARCH ONLY, 9.9% A.P.R. FINANCING AVAILABLE ON NEW CARS.
PLUS, 10.9% A.P.R. (1986 & 1987 CARS) AND 11.9% A.P.R. (1984 & 1985 CARS).

TRANS DATE	EFFECTIVE DATE	TRANSACTION DESCRIPTION	TRANSACTION AMOUNT	BALANCE
MO DAY	MO DAY YR			
		10 ITEMS CLEARED	2,825.20-	
		0 WITHDRAWALS	0.00	PREVIOUS BALANCE 3,341.78
		11 DEPOSITS	2,397.13	NET CHANGE 428.02-
			-----	-----
		NET CHANGE	428.02-	NEW BALANCE 7,913.76

		91 DAY CERTIFICATE		PREVIOUS BALANCE 30000
				NEW BALANCE 30000
		RATE: 6.900% REF NO. 13435		

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EACH LOAN MARKED * IS OPEN END CREDIT. THE DAILY PERIODIC RATE AND THE ANNUAL PERCENTAGE RATE USED TO COMPUTE THE FINANCE CHARGE FOR EACH OF THESE LOANS IS PRINTED UNDER THE LAST TRANSACTION RELATIVE TO THAT LOAN. THE DAILY PERIODIC RATE IS APPLIED TO YOUR BALANCE FOR EACH DAY SUCH BALANCE IS OUTSTANDING. YOUR BALANCE CHANGES AS NEW AMOUNTS ARE BORROWED AND AS PAYMENTS ARE MADE. CHECK TO VERIFY.

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

FINANCIAL REPORTS

February 29, 1988

Respectfully Submitted
by
Gladys R. Shaw, C.P.A., Treasurer

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF FINANCIAL CONDITION

February 29, 1988

ASSETS

Cash Accounts:

El Paso Teachers Federal Credit Union Checking	\$ 7,865.76
El Paso Teachers Federal Credit Union Savings	990.17
Certificate of Deposit	30,000.00
Scholarship Fund, Sears Savings	806.38
Journal Advance	300.00

Total Cash	\$39,962.31
------------	-------------

Conference Advances:

Conference Chair	\$2,500.00
On Site Manager	1,000.00

Total Conference Advances	3,500.00

TOTAL ASSETS	<u><u>\$43,462.31</u></u>
--------------	---------------------------

LIABILITIES AND FUND BALANCE

FUND BALANCE:

Beginning Balance, July 1, 1987	\$42,698.42
Net Receipts (Expenditures)	763.89

FUND BALANCE, February 29, 1988	<u><u>\$43,462.31</u></u>
---------------------------------	---------------------------

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND EXPENSES

For The Period July 1, 1987 through February 29, 1988

RECEIPTS	1986 - 1987	
Members Dues	\$ 9,561.00	
Journal Sales	330.00	
Interest earned	1,288.41	
Journal Advertising	105.55	
Royalties	84.10	
1988 Conference Exhibitors	2,300.00	

Total Receipts		\$13,563.51
EXPENDITURES		
Travel	\$ 5,155.99	
Hotels and Food	1,385.93	
Telephone	74.46	
Postage and Shipping Charges	1,234.50	
Printing and Publishing	1,869.61	
Supplies	384.41	
Advertising and Promotion	500.00	
Mailing Service Fees	1,551.30	
Clerical	215.00	
1988 Conference Expenditures	222.30	
Miscellaneous	206.12	
Total Expenditures		\$12,799.62

NET RECEIPTS (EXPENDITURES)		\$ 763.89
		=====

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Western College Reading and Learning Association
 Budget Summary 1987-88

Budget Category	Approved July, 1987	Spent Feb. 29, 1988	Balance
I. Operating Budget			
A. Board	7,550	5,300.77	2,249.23
B. Publications	13,300*	3,531.14	9,768.86
C. Gen. Op. Expense	5,000	2,223.09	2,776.91
D. Committees	4,950*	561.68	4,388.32
E. State & Regional Org.	2,850	1,324.05	1,525.95
Total Operating Budget	33,650	12,940.73	20,709.27
II. Conference Budget			
A. Conference Management	2,900	222.30	2,677.70
B. General Conference Expenses	6,770		6,770.00
C. Conference Programs	3,250		3,250.00
D. Food Functions	3,250		3,250.00
Total Conference Budget	16,170	222.30	15,947.70
TOTAL BUDGET	49,820	13,163.03	36,656.97

*Adjusted for Requests subsequent to July, 1987, which were approved by the Board.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION BUDGET

OP-1

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT 2/29/88	BALANCE	REQUESTED FOR	APPROVED FOR
I. OPERATING BUDGET	32,750				
A. BOARD TOTAL	7,550.	5,300.77	2,249.23		
President (Total)	3,500	1,621.93	1,878.07		
Travel	1,690	961.00	729.00		
Hotels and Food	1,375	490.47	884.53		
Telephone Expense	120	25.02	94.98		
Postage	50	60.32	<10.32>		
Print. & Publish.		3.25	<3.25>		
Clerical Wages & Fees					
Supplies		41.87	<41.87>		
Advert. & Promo.					
Miscellaneous	165	25.00	140.00		
Other (Specify)					
Awards	100		100.00		
Mailing Service		15.00	<15.00>		
President Elect (Total)	1,300	994.24	305.76		
Travel	925	837.22	87.78		
Hotels and Food	325	136.20	188.80		
Telephone Expense	50		50.00		
Postage		5.82	<5.82>		
Print. & Publish.					
Clerical Wages & Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		15.00	<15.00>		

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Treasurer (Total)	1,000	985.38	14.62		
Travel		627.45			
Hotels and Food		157.85			
Telephone Expense		9.19			
Postage		32.17			
Print. & Publish.		37.32			
Clerical Wages and Fees					
Supplies		4.40			
Advert. & Promo.					
Miscellaneous		12.00			
Other (Specify)					
Mailing Service		30.00			
AZADE Reg. Fees		75.00			
General Board Expenses (Total)	750	414.03	335.97		
Travel					
Hotels and Food		363.41			
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		50.62			

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
PUBLICATIONS TOTAL	13,300.	3,531.14	9,768.86		
Newsletter (Total)	4,700	2,663.42	2,036.58		
Travel		541.00			
Hotels and Food					
Telephone Expense					
Postage		413.29			
Print. & Publish.		1,467.30			
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		241.83			
JCRL (Total)	8,100	867.72	7,232.28		
Travel	800	667.72	132.28		
Hotels and Food					
Telephone Expense	300		300.00		
Postage	400		400.00		
Print. & Publish.	6,200		6,200.00		
Clerical Wages and Fees		200.00	<200.00>		
Supplies					
Advert. & Promo.					
Miscellaneous	400		400.00		
Other (Specify)					
Mailing Service					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Brochures (Total)	500		500.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
D. COMMITTEES TOTAL	4,950	561.68	4,388.32		
Awards & Furnishing (total)	2,750	157.56	2,592.44		
Travel					
Hotels and Food					
Telephone Expense					
Postage	70	85.52	<15.52>		
Print. & Publish.	30		30.00		
Clerical Wages and Fees					
Supplies	800		800.00		
Advert. & Promo.					
Miscellaneous	50		50.00		
Other (Specify)					
Scholarship	500		500.00		
Other Awards	1,300		1,300.00		
Mailing Service		72.04	<72.04>		
Archives (Total)	350		350.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies	350		350.00		
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Bylaws (Total)	50		50.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					
Publicity (Total)	500		500.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Site Selection (Total)	450		450.00		
Travel	400		400.00		
Hotels and Food					
Telephone Expense	50		50.00		
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					
MAC (Total)	200	65.20	134.80		
Travel		65.20			
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Nominations & Elect. (Total)	400	295.35	104.65		
Travel					
Hotels and Food	100		100.00		
Telephone Expense					
Postage	155	151.60	3.40		
Print. & Publish.	120	128.75	<8.75>		
Clerical Wages and Fees	25		25.00		
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		15.00	<15.00>		
Placement (Total)	150	43.57	106.43		
Travel					
Hotels and Food					
Telephone Expense					
Postage		25.30			
Print. & Publish.		17.57			
Clerical Wages and Fees					
Supplies		.70			
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
E. STATE & REGIONAL TOTAL	2,850	1,324.05	1,525.95		
Coordinator (Total)	1,000	824.05	175.95		
Travel	500	297.20	202.80		
Hotels and Food	400	238.00	162.00		
Telephone Expense		40.25	<40.25>		
Postage		51.43	<51.43>		
Print. & Publish.		47.01	<47.01>		
Clerical Wages and Fees		15.00	<15.00>		
Supplies		43.50	<43.50>		
Advert. & Promo.					
Miscellaneous	100	32.50	67.50		
Other (Specify)					
Mailing Service		59.16	<59.16>		
Directors (Total)	1,850.	500.00	1,350.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify) Special					
Colorado	100		100.00		
Montana	200		200.00		
Washington	500	500.00			
Regular Group @ \$50.00	1,050		1,050.00		

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
F. SPECIAL INTEREST GRPS. (TOT)	0				
Coordinator (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Group Chairmen (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION BUDGET

CONF-1

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	2/29/88 BALANCE	REQUESTED FOR	APPROVED FOR
II. CONFERENCE TOTAL	16,170	222.30	15,947.70		
A. CONFERENCE MGT. TOTAL	2,900.	222.30	2,677.70		
Chairman (Total)	1,350.	222.30	1,127.70		
Travel	500	210.00	290.00		
Hotels and Food	200	12.30	187.70		
Telephone Expense	150		150.00		
Postage	100		100.00		
Print. & Publish.					
Wages & Fees	200		200.00		
Supplies	200		200.00		
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
On Site Manager (Total)	1,550.	---	1,550.00		
Travel					
Hotels and Food	550		550.00		
Telephone Expense	250		250.00		
Postage					
Print. & Publish.					
Wages & Fees	400		400.00		
Supplies	250		250.00		
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Committee Lunch	100		100.00		

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Program Committee (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Coord. of Chairpersons (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Exhibits Chairman (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Publicity Chairman (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Calls to Conf. (Total)	400		400		
Travel					
Hotels and Food					
Telephone Expense					
Postage	100		100		
Print. & Publish.	300		300		
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Brochures (Total) Reg Forms	400		400		
Travel					
Hotels and Food					
Telephone Expense					
Postage	100		100		
Print. & Publish.	300		300		
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
E. CONFERENCE PROGRAM TOTAL	3,250		3,250		
Speakers (Total)	2,750.		2,750		
Travel	450		450		
Hotels and Food	300		300		
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees	2,000		2,000		
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Institutes (Total)	500		500		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Section Mtgs. (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Computer Fair (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
FOOD FUNCTIONS TOTAL	3,250.		3,250		
Hospitality (Total)	1,250		1,250		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Publisher's Brk. (Total)	1,000		1,000		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Editor's Lunch (Total)	150		150		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
State Director's Lunch (Total)	500		500		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

President's Report to the Board of Directors
March 21, 1988 - Sacramento
Gwyn Enright

What I have to report are really the accomplishments we have achieved together. Besides the goals I set for us last April in Albuquerque, we have also performed a lot of essential "housekeeping" duties for WCRLA. They include creating three new ad hoc positions: the executive editor, the advisor for publications and printed matter, and the professional language task force chair. They included revising and updating the brochure. They included revising job descriptions for the treasurer, secretary, coordinator of state directors, elections committee, awards committee, JCRL editor, and JCRL executive editor. They also include implementing changes suggested by Sue Brown for the State/Regions.

Protecting the warm, "intimate" quality of WCRLA

We served this goal well. We met in Asilomar for a three day (no business as usual) retreat in order to get to know one another and to determine promising future directions for WCRLA. The last time the Board set long term goals was ten years ago, in 1977.

Acting on the State/Regional Directors requests and on Susan Deese's suggestion, we are initiating a plenary session at this conference to insure communication to and from the Board.

In addition to the routine "thank-you" letters we send to conference presenters and the administrators of their choice, this year we also sent personal letters of acknowledgment to all WCRLA presenters whose names were specifically mentioned on the conference evaluation form in response to the question, "Please list the name of speakers, titles of section meetings or institutes, or activities that you thought were outstanding."

The Board has sent at least four directors to six regional meetings in Arizona, California, Canada, Colorado, and Wisconsin. This is in addition to "official" representation by WCRLA board members at NADE and IRA.

Facing political realities in education

This is a relatively new goal for WCRLA, and we have made a good start. We took a public position and communicated our ideas on the CAS Standards for Student Services/Developmental Programs and the Standards for Learning Assistance Programs.

We have taken a proactive stand on terminology used in the field, and have invited nationally recognized authorities outside WCRLA to participate in coming to consensus on a common lexicon. The results of a year's study will be presented at this conference.

and will be published next year. Our objective is to help legislators understand us.

We are holding our twenty-first conference in Sacramento, California's state capitol. The Minority Affairs Committee, under Manuel Olgin's leadership, has arranged a forum with one of the most visible state legislators in the country - John Vasconcellos.

We extended a special invitation to submit a conference proposal on the best ways to help hearing disabled students to Frances Croft from Gallaudet College in Washington, D. C. Sign language interpreters for the deaf will be interpreting our general sessions this year.

In the future, we might act on Wes Brown's proposal for a WCRLA legislative committee. We need to organize interested members as a new standing committee, and we have not done that yet.

Keeping WCRLA competitive compared to other organizations

We surveyed the entire WCRLA membership about adding discounted professional publications to their membership benefits. Of 180 total surveys returned, 118 members would like to receive additional professional publications. One hundred three would like the Journal of Developmental Education at a reduced rate, and 114 would like the Review of Research in Developmental Education at a reduced rate. We decided to make these discounts available to members on an individual basis by covering some of the costs for precoded mailing labels. Order forms will be available at this conference.

As a result of Arthur Cohen's keynote address in Albuquerque last year, we have started a new SIG for those interested in research and/or evaluation.

We funded and implemented a second research award - one for outstanding research. All three awards - scholarship, on going research, and research excellence - have qualified recipients this year.

We adopted a board policy which encourages states and/or regions to establish WCRLA chapters in which they elect their own officers.

We have started to establish one unified "look" for WCRLA, which will be visible in all our publications, printed materials and advertisements. This accomplishment will give us a polished and consistent image for promotional purposes.

Future objectives should include deciding on multiple issues of JCRL.

George Swight

1988 TEXAS CONFERENCE ON ACADEMIC SUPPORT PROGRAMS
Co-Sponsored By:
TEXAS DEVELOPMENTAL EDUCATORS ASSN. & WESTERN COLLEGE READING AND LEARNING ASSN.
THURSDAY, OCTOBER 13, - FRIDAY, OCTOBER 14, 1988

Name _____		
Company _____		
Address _____		
City _____	State _____	Zip _____
Phone _____		() _____
Arrival Date _____	Length of Stay _____ Nights	<input type="checkbox"/> I am arriving after 6:00 p.m. Please hold my room on a Guaranteed Payment Basis
Signature _____		Make check or money order payable to the Westin Paso del Norte. DO NOT SEND CURRENCY.

Reservations will be accepted until SEPT. 22, 1988
 unless room block becomes full prior to that date.

RESERVATION INFORMATION

We will hold your room for you until 6 p.m. A deposit or guarantee of payment is required for reservations held for arrival after that time. Any change or cancellation of reservation should be made prior to your stated arrival time or 6:00 p.m. on the arrival date. Please call the hotel directly at 915-534-3099 or toll free 800-228-3000.

To guarantee your reservation we accept any one of the following as a means of payment	
<input type="checkbox"/> One Night Deposit	<input type="checkbox"/> Check <input type="checkbox"/> Money Order
<input type="checkbox"/> Master Charge or Visa Credit Card	<input type="checkbox"/> Diners Club
<input type="checkbox"/> American Express Credit Card	<input type="checkbox"/> Discover
Card No.: _____	Exp. Date _____

✓	Accommodation	STD	Classic	Prem	Jr. Ste.	Suite	Comments
	1 Person	N/A	\$65	N/A	N/A	N/A	
	2 Persons/1 Bed	N/A	\$65	N/A	N/A	N/A	
	2 Person/2 Beds	N/A	\$65	N/A	N/A	N/A	
	Triple/Quad	N/A	N/A	N/A	N/A	N/A	

Each Additional Person in Room _____ *Suites On Request
 All room rates are subject to state, city and hotel sales tax.

If rate or accommodation is not available, the nearest rate or accommodation will be assigned.
CHECK IN TIME IS 3:00 P.M. CHECK-OUT TIME IS 1:00 P.M.



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills Center, Idaho State University
Box 8010, Pocatello, Idaho 83209

February 8, 1988

Wes Brown, Coordinator
WCRLA State Directors
1035 East 20th Street
Oakland, California 94606

Dear Wes:

Please consider this letter the annual report for WCRLA-Idaho.

My goal this year was to reach at least one person at each college, university, and vocational-technical school in Idaho where there has not been WCRLA membership and to request help in recruitment from current members. I have accomplished this.

Twice during the year, I wrote various professionals about the organization and the conference. I have enclosed copies of the letters which I sent. Because I haven't received a membership list since late summer/early fall, I don't know how successful I have been. I have had several phone calls from people inquiring about the conference. The cost of these activities has been minimal and absorbed by my budget.

As I indicated on the enclosed form, I would like to step down as state director. I think it's time for a change. Increased responsibilities in the newly created Academic Skills Center here and other campus responsibilities are also demanding more of my time.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara Swanson", written in dark ink.

Barbara Swanson
State Director, Idaho

sc

Enclosures

RECEIVED MAR 2 1 1988

ANNUAL REPORT
Nebraska/Kansas Region

Submitted by
Kathy Carpenter, Ph.D.
Director of Learning Center
Kearney State College
Kearney, NE 68849

Regional Membership - To the best of my knowledge, membership in this region increased from 8 members to 22 members in 1986-87 and stands at 26 members in February of 1988. Numerous mailings and telephone conversations, as well as our fall conferences accounted for this increase in membership.

Summary of Local Activities - On October 8-9, 1987, we held our third regional conference at Johnson County Community College in Kansas City, KS. Since our first regional conference in 1985 had been a tri-sponsored event (MRADE/WCRLA/CLASSIC), this was our second attempt at holding an independent conference. Our first independent conference was held Oct. 2-3, 1986 at McCook Community College, McCook, Nebraska, with 14 developmental educators attending. Thirty-four professionals attended our 1987 regional conference in Kansas City, more than a 100% increase in attendance over the previous year.

During this year's two-day conference, we had four sectional meeting times with two sessions available during each time slot. Some of the topics presented were as follows: Improved Learning Through Better Listening Skills; RECAP - Providing Students with a Framework for Critical Thinking; TACTICS - Direct Teaching of Thinking Skills; Survey of Apple Software and Materials; Employing Undergraduate Students to Work as Peer Tutors in the Writing Center; Myers-Briggs Type Inventory (MBTI) - Making It Work for You and Your Students; No Egg on Our Faces - Producing Successful Study Strategies Workshops; and Teaching Students Effective Notetaking Skills.

Wes Brown, WCRLA Past-President, greeted participants and was also our closing luncheon speaker. All activities were held in the Academic Achievement Center at Johnson County Community College. Dr. James Williams, Director of the Communications Division, welcomed us, and participants spent Thursday afternoon touring their Academic Achievement Center and learning about the different aspects of their programs. On conference evaluations not one of the presentations was rated lower than "extremely good" by any of the participants. Respondents indicated that they appreciated the planned informal gatherings for exchanging information and ideas. One suggestion made

by several evaluators was to shorten the length of the presentations from 75 minutes to 60 minutes.

During the business meeting, a new regional President, Judi Haney from McCook, NE, and a new secretary-treasurer, Stephanie Goerl from Great Bend, KS, were elected to serve a two-year term, beginning April 1, 1988. Two drawings were held to award registration fees at the Sacramento conference, and a site for the 1988 fall conference was announced.

Summary of Local Communications - Two mailings to all known Nebraska/Kansas developmental educators prior to the fall conference in Kansas City encouraged developmental educators to attend. A follow-up letter describing the conference to those same individuals also encouraged them to join WCRLA if they did not already belong. A third and a fourth mailing in February to over 100 Nebraska/Kansas developmental educators gave information about the upcoming Sacramento conference along with a letter encouraging people to join WCRLA and attend the Sacramento conference. Six regional members have already made definite plans to attend.

Accounting of Funds Used - A bill for \$138.53 was submitted for costs associated with the October conference in Kansas City, exclusively for xeroxing and postage charges, and for partial cost of three mailings since December, 1987, to all regional developmental educators.

Goals of Region for Next Year - A fall 1988 conference to be held in south central Nebraska is in the planning stages. This conference will be held at the Interstate Holiday Inn in Grand Island, NE, on October 6-7. Martha Maxwell has indicated that she will attend our conference and conduct roundtable discussions with the participants. We also hope to have a WCRLA officer as our luncheon speaker. For that conference we will continue mailing information to over 100 developmental educators in Nebraska and Kansas. Hopefully, recognition from these educators that we are now a recognized WCRLA region and will be holding an annual area fall conference with nationally recognized speakers to complement the organizational yearly spring conference should create interest and increase participation.



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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Rhea Ashmore, Corbin Hall, University of Montana, Missoula, MT.
59812 (406) 243-5415

Date: February 1, 1988
To: Wes Brown
From: Rhea Ashmore, Montana State Director
Re: 1987-1988 Annual Report: Montana

State/Province Membership

The current membership is eight (I believe). Membership has grown from seven in February, 1987 to eight as of February, 1988.

Local Activities/Communications

1. Suzy Hampton, Dorothy Stottlemeyer, and I attended the WCRLA Washington State Conference, Spokane, WA, October 1987.
2. The following letters were sent to the state membership:
 - a. Membership campaign letter to expired and current members, August 1987;
 - b. Membership campaign letter to prospective members, August 1987;
 - c. Newsletter submission, May 1987;
 - d. Conference reminder letter to state members, February 1988.(sample letters enclosed)

Funds Used

None. I need more stationery, envelopes, and mailing labels!

Note: To date, I have not received confirmation regarding my proposed visitation to two Montana higher education institutions. If approved, please notify me so I may schedule the trip during Spring quarter.

Recommendations from Local Membership

None

Goals: 1988-1989

To increase state membership by one member.

I am willing to continue in the Montana State Director position.

Respectfully submitted,

Rhea Ashmore
Rhea Ashmore, WCRLA Montana State Director

**Suggested issues for discussion at State/Regional Director's
Meeting, March 23, 1988**

I've listed below the topics and issues suggested for discussion at the State/Regional Director's meeting in Sacramento on Wednesday evening.

1. Discuss regional issues
2. Some regions, though small, are relatively "spread out" which makes communicating and operating in usual ways very difficult.
3. How long should newsletter and other WCRLA communications be sent to non-WCRLA professionals?
4. How does one go about planning and getting financial assistance for a state conference? What are some tactics and some of the pitfalls of sponsoring a conference with other groups?
5. How can I get more frequent updates of state and regional membership?
6. How are regional officers selected and what is the nature of the relationship between regional groups and other related groups?
7. What are some methods of lobbying state legislators for learning assistance funding?
8. Getting started being a state/regional Director.
9. Why is the conference program is not available until the day of the conference? Session and Institute times often conflict.



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GUIDE TO ESTABLISHING



STATE / REGIONAL CHAPTERS



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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BOARD POLICY RECOMMENDATION ON
STATE/REGIONAL CHAPTERS

The 1987-88 Board of Directors of the Western College Reading and Learning Association (WCRLA) recognizes that the establishment of chapters within states, regions or areas benefits the Association in the following ways:

1. chapters will be a means of connecting local membership with the Association;
2. they will provide a vehicle for members to participate in WCRLA's program at the local level; and
3. chapters will promote membership and participation in the Association.

The formation of chapters benefits states, regions or areas in the following ways:

1. chapters are a convenient framework within which individuals can meet to consider professional issues of local interest;
2. they give recognition to the state, region or area;
3. they provide for continuity from year to year;
4. they provide for more active involvement of more people; and,
5. chapters lead to better accountability of decisions and actions of the officers.

The Board of Directors hereby endorses the following guidelines for the establishment of chapters:

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position for the area included in the chapter.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state, regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Chapters will be autonomous except as provided by the Association's Constitution and Bylaws. Chapters will be responsible for: adopting bylaws which govern officers, membership meetings, committees and other matters; developing and implementing their own programs; requesting information and assistance from the Coordinator of State/Regions as needed; establishing criteria for dues and membership; developing a newsletter and/or engaging in other activities in order to improve communication within the membership; and, providing funds to support the activities of the chapter.



STEPS FOR FORMING CHAPTERS

STATE/REGION/AREA RESPONSIBILITY

1. Complete the petition for chapter form.
2. Secure signatures of at least 25 WCRLA members.
3. Compile a list of names and addresses of members petitioning for chapter status; confirm that all persons signing the petition are members of WCRLA.
4. Submit all information to the Coordinator of state/regional directors.

BOARD RESPONSIBILITY

1. Coordinator of State/Regional Directors will notify the Board of Directors of a chapter request.
2. The Board will act on the request pending verification of membership status of those signing the petition.
3. Notification of the Board action will be sent to the chapter facilitator within sixty (60) days.



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PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name _____ and covering the following geographic area: _____.

The purpose and objectives of the chapter will be as follows:

Name or person facilitating the organization of the chapter _____

Address _____

_____ Phone _____

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

CHAPTER CHARTER

Remarks and recommendation of the coordinator of
state/regional directors: _____

Presented to the Board _____

Permission to form a chapter: granted _____ denied _____

Comments: _____

Board Signatures

President

President-Elect

Secretary

Treasurer

Coordinator of State/Regional Directors

AMERICAN SOCIETY OF WOMEN ACCOUNTANTS

ARTICLE I

NAME

The name of this organization shall be _____
Chapter, Number _____, of the American Society of Women Accountants, herein-
after referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this chapter shall be, in accordance with the policy and program
of the American Society of Women Accountants, to advance the interest of women
in all fields of accounting.

ARTICLE III

MEMBERSHIP

Section 1.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be a president, vice president, secretary and treasurer.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as president.

Section 3. Each officer shall serve for a term of one administrative year or until their successors are elected. The officers' terms of office shall begin July 1.

Section 4. Vacancies:

- A. A vacancy in the office of president shall be filled by the vice president.

ARTICLE IV - OFFICERS (Continued)

- B. If a vacancy occurs in the office of the president and vice president, the secretary shall call a meeting of the Board of Directors for the purpose of electing from the eligible members of the Board of Directors a president to fill the unexpired term of president.
- C. A vacancy in the office of vice president, secretary or treasurer shall be filled by appointment of the president with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of _____ years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and the "Chapter Procedure Manual."

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least ten regular monthly meetings each year at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in June shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise.

Section 3. Special meetings may be called by the president or a majority of the Board of Directors.

Section 4. A quorum shall consist of _____ members of the Chapter.

Section 5. The president, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when it deems such action necessary due to the existence of a local or national emergency.

ARTICLE VI

REPRESENTATION and VOTING

Section 1. The Chapter shall be represented at meetings of the American Society of Women Accountants as provided for in the National Bylaws.

Section 2. Credentials of delegates, alternates, proxies and proxy alternates shall be signed by the Chapter president or Chapter secretary.

Model Bylaws for Chapters (Continued)

ARTICLE VI - REPRESENTATION and VOTING (Continued)

Section 3. Delegates and alternates to the National annual meeting and special meetings for the ensuing administrative year shall be elected by a majority vote of the members present at the regular June meeting or at any other regular or special meeting of the membership providing notice of such election is sent with the notice of the meeting.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the immediate past president and _____ elected directors, _____ of whom shall be elected each even-numbered year and _____ of whom shall be elected in each odd-numbered year for a term of two years, or until their successors are elected.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies

- A. If the immediate past-president is unable to serve on the Board of Directors, the most recent past-president who consents to serve shall fill this vacancy.
- B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the president with the approval of the Board of Directors. Such directors shall serve until their successors are elected.

Section 4. Each member of the Board of Directors shall serve as chairman of such standing committees as may be assigned by the president and approved by the Board of Directors.

Section 5. Meetings

- A. The Board of Directors shall hold regular monthly meetings.
- B. Special meetings may be called at any time by the president or at the request of a majority of the Board of Directors.
- C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The directors shall serve no more than two consecutive elected terms. A director having served two consecutive terms may serve again as a director after the expiration of _____ years.

Model Bylaws for Chapters (Continued)

ARTICLE VII - BOARD OF DIRECTORS (Continued)

Section 7. The Board of Directors shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the "Chapter Procedure Manual" as approved by the National Board of Directors.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2. Standing committees shall be: _____

- A. The chairmen of these committees shall be appointed by the president and approved by the Board of Directors.
- B. Members of the committees shall be selected by the respective chairmen with the approval of the president.

Section 3. Special committees may be appointed by the president whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The president of the Chapter shall be an ex-officio member of all committees except the Nominating Committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and in the "Chapter Procedure Manual" and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS and ELECTIONS

Section 1. The Nominating Committee shall consist of three members, one regular member elected by the Board of Directors and two regular members elected by the membership no later than the _____ meeting of each year.

Section 2. The chairman of this committee shall be appointed by the Board of Directors.

Section 3. A vacancy on this committee shall be filled by the Board of Directors.

Model Bylaws for Chapters (Continued)

ARTICLE IX - NOMINATIONS and ELECTIONS (Continued)

Section 4. This committee shall report their nominations for officers and directors to the membership no later than the regular March meeting of the Chapter. Additional nominees may be made from the floor, provided that consent of the member has been obtained.

Section 5. Annual election of officers and directors shall be held no later than the regular April meeting of the Chapter.

Section 6. The officers and directors shall be elected by ballot. If there is only one candidate for each office and director, the president shall declare the slate elected.

Section 7. Newly elected officers and directors shall take office at the beginning of the administrative year.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings of the Board of Directors.

Section 3. The fiscal and administrative year of the Chapter shall be July 1 through June 30.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Dues for all classes of membership are based on the membership status as of June 30. Annual dues of regular and associate members shall be \$ _____ per year plus the amount of membership dues payable to the national organization. For new members of these classes joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year. Annual dues for junior members shall be \$ _____ per year, plus the amount of membership dues payable to the national organization. For new junior members joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year.

ARTICLE XI - DUES (Continued)

Section 2. Dues shall become payable on July 1 of each year based on the membership status on June 30 and shall become delinquent sixty days after the invoice date but not earlier than September 1. Any members whose dues have not been paid within this time shall be dropped from membership. Reinstatement within the fiscal year may be granted upon payment of \$5.00 and the full year's dues by June 1 of that fiscal year.

ARTICLE XII

DISSOLUTION

Section 1. This chapter can be dissolved by a two-thirds vote of the members present and voting at a membership meeting, and a majority vote of the Board of Directors at a board meeting. Notice of such vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this chapter is declared inactive by its Board of Directors, it shall surrender its charter and all books and records to the National Headquarters office.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will go to a non-profit organization that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code as follows: (1) The Educational Foundation of AWSCPA/ASWA, if it is in existence, or (2) a non-profit organization working for the benefit of the accounting profession to be chosen by the Trustee of the dissolution.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These Bylaws may be amended at any regular meeting of the Chapter, by a two-thirds vote, provided the amendment has been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this Chapter shall be submitted to the National Bylaws Chairman for approval before becoming effective.

Section 3. When amendments to the National Bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Aug. 18, 1978

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CONSTITUTION
of the
WESTERN COLLEGE READING ASSOCIATION

- Article I: The name of the association will be the Western College Reading Association. It will be a non-profit organization.
- Article II: The objectives of this association are twofold:
1. To exchange ideas and techniques with regard to college reading and study skills programs.
 2. To propose and encourage the adoption of certain specific qualifications for teachers of college reading and study skills programs.
- Article III: Membership.
1. Any individual who is qualified and is interested in college reading and study skills programs is eligible for membership upon signing a membership application.
 2. The membership shall have one class of membership; the voting privileges shall be equal.
- Article IV: Officers.
1. The elective offices of the Association shall be a President-Elect, Secretary, and Treasurer. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.
 2. All officers shall be elected for one (1) year, to hold office from conclusion of the spring conference.
 3. General Duties of Elected Officers:
 - a. They shall serve as members of the Western College Reading Association Board of Directors.
 - b. They shall act in an advisory capacity to the President.
 4. Duties of the President
 - a. He/she shall act as chairperson and presiding officer of the Board of Directors.
 - b. He/she shall act as presiding officer of general meetings.

- c. He/she shall appoint the chairperson of ~~standing~~ and special committees.
 - d. He/she shall appoint a Parliamentarian to serve for one (1) year.
 - e. He/she shall approve the personnel of committees.
 - f. He/she shall call special meetings of the Board of Directors.
 - g. He/she shall appoint State/Province Director(s) and Director(s)-at-Large, within 30 days prior to the annual meeting.
 - h. He/she shall appoint a corresponding secretary for the duration of his/her term.
5. Duties of the President-Elect:
- a. He/she shall act as presiding officer in the absence of the President.
 - b. He/she shall act as Chairperson of the Program Committee.
6. Duties of the Immediate Past President:
- a. He/she shall act as presiding officer in the absence of the President and President-Elect.
 - b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.
 - c. He/she shall do other work as assigned by the President.
7. Duties of the Secretary:
- a. He/she shall act as presiding officer in the absence of the President and the President-Elect. *1st + Proxy*
 - b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.
 - c. He/she shall carry out the general secretarial duties of the Association.

8. Duties of the Treasurer:

- a. He/she shall receive and record the receipts of all dues and other income.
- b. He/she shall make a financial report at each Board of Directors' meeting and each General meeting.
- c. He/she shall submit the books to the Board of Directors for a yearly audit.
- d. He/she shall write and sign all checks for all authorized expenditures.

9. Duties of the State/Providence Director(s) and Director(s)-at-Large

- a. He/she shall serve a term of one year.
- b. Upon appointment he/she shall appoint an assistant state director who will succeed the state director.
- c. He/she will serve as the membership chairperson for his/her state.
- d. An annual report will be submitted to the Board of Directors by Feb. 1.

Article V:

Board of Directors

1. The Western College Reading Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the Treasurer and the Immediate Past President, provided that he/she is still eligible for membership.
2. Powers and Duties.
 - a. It shall conduct, manage and control business and affairs of the Association.
 - b. It shall approve the annual budget.
 - c. It shall approve the expenditures of any funds before the financial obligation is incurred.
 - d. All decisions shall be made by a majority vote of those present. A quorum is required.
 - e. The title of all property of the Association shall be vested in the Association.

Article VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties for the unexpired term.
2. Unexpired term may be appointed by the President.
3. All appointments must meet the qualifications established for eligibility.
4. If a vacancy occurs in the office of President-Elect an acting program Chairperson will be appointed by the President with the approval of the Board of Directors. In this event an election for the office of President and President-Elect shall be held at the annual Spring Conference.

Article VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.
2. There shall be at least two (2) regular meetings each year of the Board of Directors.
3. Special meetings may be called by the President and shall be called at the request of any three (3) directors. Notice of any special meeting shall be given to each Director at least 5 days before the date of any special meeting. Notification of meeting shall be confirmed by the President in writing to all Directors. The notice shall state the purpose for the transaction for which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
4. Members of the WCRA shall have the right to attend all meetings of the Association.
5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

Article VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.
2. A quorum of the WCRA Board of Directors shall be three of its members.

Article IX: Nomination and Election of Officers.

1. Not later than thirty (30) days prior to the dates of the annual Spring Conference the President shall appoint a Nominating Committee Chairperson selected from the available Past Presidents. The Chairperson shall appoint a Nominating Committee consisting of two (2) more available recent Past Presidents plus two (2) other members to be approved by the President.
2. The Nominations Committee shall submit at least two members for each of the following officers: President-Elect, Secretary and Treasurer.
3. All officers except the President and Immediate Past President shall be elected at the Spring General Meeting.
 - a. After the report of the Nominating Committee, the President shall give an opportunity to propose nominations from the floor for each election.
 - b. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election
4. Results of the voting will be made known at the General Business Meeting.

Article X: Dues.

1. The amount of the dues of the Association and the time of payment shall be determined by the Board of Directors.
2. All members shall pay the full dues.

Article XI: Initiative, Referendum, and Recall.

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.
2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.
3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

Article XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

Article XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and By-Laws.
2. In all meetings any member may demand a roll-call vote except for the election of officers.

Article XIV: A choice of methods of voting shall be made at the discretion of the members of the Board of Directors.

Article XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.
2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.
3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

WCRLA BYLAWS 1986

ARTICLE I - NAME

The name of the Association shall be Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.
3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.
2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.
3. State directors will be encouraged to call an annual, state or regional meeting.

4. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.
5. All annual, regular or special meetings of the Association must be held within the western geographical region established by the Association.
6. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the corporation.
4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term in compliance with the mail-ballot procedure established in Article VII, Section III of these By-laws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect, and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.
2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
 - a. Appoint chairpersons of standing and special committees.
 - b. Appoint a parliamentarian.

- c. Approve personnel of committees.
 - d. Call special meetings of the Board of Directors.
 - e. Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.
 - f. Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors to serve in that role/office in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president, and shall act as chairperson of the program committee.
 5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors and shall act in a general capacity as advisor to the president upon the affairs of the Association.
 6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.
 7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year, there shall be a review of the financial records by a committee of three members to be appointed by the president.
 8. Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors not later than February 1 of each year.

ARTICLE VI - FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.
2. In all meetings any member may demand a roll call vote except for those procedures which provide for a mail ballot including the election of officers.
3. Not later than twelve (12) months prior to the beginning of election balloting, the president shall appoint a past-president who served a one year term as committee member as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:
 - a. The election committee shall confer in face-to-face meeting and select from the membership at least two (2) members for each of the offices of president-elect, and secretary or treasurer.
 - b. The committee shall make available to each nominee and his/her institution the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.
 - c. The election committee shall submit to the Board of Directors the names of at least two (2) members for each of the offices of president-elect, and secretary or treasurer in time for action at the Summer Board meeting.
 - d. Information about all candidates, one official ballot and a properly addressed return envelope will be mailed by January 3 to all members in good standing as of December 31.
 - e. All officers except the president and immediate past president shall be elected by mail ballot.
 - f. The election committee will hold at least one open meeting during the annual conference to give the membership the opportunity to propose potential nominees for each elective office.

- g. Voting shall be by secret mail ballot. All votes received on or before February 15 will be included in the final count. A majority of the votes cast shall be necessary for election.
 - h. Ballots shall be sealed immediately following the count and be available for verification as requested in writing for thirty (30) days from the day of the election.
4. Should a quorum as defined by Article VIII of the By-laws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.



University of Pittsburgh

LEARNING SKILLS CENTER
University Counseling Service
Division of Student Affairs

March 8, 1988

Gwen Enright
President, WCRLA
Academic Skills
San Diego State University
San Diego, CA 92182

Dear Gwen:

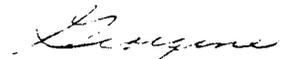
I regret it has taken so long for me to acknowledge your letter of January 5, 1988. I have never had a term speed along as this one.

I just want you to know that I did receive the comments of the WCRLA board. Please thank the board for their suggestions and thoughtful analysis of the CAS Standards. I promise that in the near future, hopefully before the WCRLA Convention, that I will respond in more detail to the concerns and suggestions. I appreciate the opportunity to continue discussion about the standards in the future.

I am leaving tomorrow to attend the NADE convention where there will also be discussion about the standards. I will communicate any information I pick up at NADE with you.

Again, please excuse the haste of this letter. I will write again very soon.

Sincerely,


Georgine Materniak

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**Western
College
Reading &
Learning
Association**

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment G
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills San Diego State University San Diego Ca 92182

January 5, 1988

Georgine Materniak, Coordinator
Learning Skills Center
University of Pittsburg
311 William Pitt Union
Pittsburg, PA 15260

Dear Georgine:

As promised, here are the Western College Reading and Learning Association Board of Directors' suggestions and comments for revising the Standards and Guidelines for Learning Assistance Programs.

The Board reacted favorably to the general statement of philosophy included in the General Standards, but was more interested in carefully reading the sections of the standards and guidelines dealing specifically with learning assistance programs. Comments fell into three categories - concerns about lack of precision, concerns about restricting programs and services at different kinds of institutions, and concerns about omissions in the standards and guidelines.

Concerns about lack of precision

At this time, terms such as "remedial," "developmental," and "learning assistance" do not convey common meaning throughout the country. Consequently, the WCRLA Board recommends the word "services" be used in place of these words. (This suggestion refers to Mission, p. 63, IA.)

To be a document workable in a variety of settings, language used in the document needs to be both more precise and more consistent.

It is unclear whether the standards apply to a program of learning assistance (a specialized academic support concept with a specific philosophy) or separate learning assistance services (a smorgasbord of instructional support services which may be coordinated but not necessarily systematic).

The lack of precision in language leaves an impression that the requirements for those who teach in learning assistance programs are minimal or nonexistent. Of course, the WCRLA Board thinks

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this impression needs to be avoided.

Concerns about restricting programs and services at different kinds of institutions

Program guidelines could be written to allow flexibility for the institution to set the necessary specifics. For example, the institution should determine what department or agency is responsible for in-service activities. (This suggestion refers to Program, p. 63, II -1.)

The guidelines should recognize that many campuses have components of learning assistance programs crossing several departmental lines. Consequently, whether learning assistance is in instruction or in student services is not clear cut.

In general, more latitude for institutional differences is needed. The WCRLA Board recommends avoiding using the term "must" and instead making a statement and providing examples.

Finally, the WCRLA Board interprets the standards as endorsing one particular model of learning assistance. Since this could spell disaster for other credible models, it is suggested that standards for more than one model be developed.

Concerns about omissions

The guidelines do not reflect the institutions responsibility to students. If a student is admitted, the institution and/or appropriate program takes responsibility for the student at the level he or she was admitted. (This comment is in reference to the Mission, p. 63, I-B-2)

The guidelines lack information on variations of learning styles. (This comment is in reference to Mission, p. 63, I-B-1)

The WCRLA Board suggests the document include recommendations about where an academic program of basic skills fits. In addition, an outreach component (with training) should be included in the learning assistance standards and guidelines.

This long list of suggestions and comments is forwarded to you along with the sentiment that pulling together the Standards and Guidelines is a worthwhile endeavor. We are pleased to have the opportunity to offer these suggestions for the upcoming edition, and we hope we have contributed to an edition that will have an even broader base than the current one.

Cordially,

Gwyn Enright

President

xc WCRLA Board of Directors



NADE

NADE NEWS: Professional Standards and Ethics Committee

While standards for professional organizations are not new, educational associations have shown increased interest in the development of standards over the last decade. This has occurred because standards and guidelines have proven to be useful to educators in several ways. They can provide a framework for building a program as well as for evaluating its components. They also present an external guide that program directors and staff can use to argue for change within their institutions.

Recognizing the useful role professional standards play, the members of NADE's Standards and Ethics Committee are considering several options in developing a set of standards for the organization. One possibility is to build on the excellent work already done by the Council for the Advancement of Standards for Student Services/Development Programs. Through Commission XVI of ACPA, Georgine Materniak and Audrey Williams have developed a set of standards for Learning Assistance programs (see fall issue of this journal). Whether these standards can provide a basis for all the diverse aspects of

developmental education programs and services can only be determined by feedback from the members of NADE.

Another possibility is for NADE to adopt several sets of standards from various professional groups. AERA, NCME, and APA, for example, have developed joint standards on testing and test use. Likewise, other associations have developed standards for their members which NADE might wish to emulate.

Yet a third option is for NADE to develop its own separate set of standards, although this might require several years for formation, debate, and revision. Obviously, the Standards and Ethics Committee has several options to choose from in its work to devise an appropriate set of standards for NADE, and the option that the committee finally recommends to NADE's Executive Board will depend on feedback from NADE members and NADE local chapters.

Whatever the eventual course of action, the work of the Standards and Ethics Committee should link closely with the work of the Research and Evaluation Committee. Under Diane Vukovich's

leadership this committee began to investigate an evaluation and accreditation process for developmental education programs. Pat DeJarnett, current committee chair, sees the work of selecting or developing standards as crucial to her committee's work.

Future plans call for the committee to begin outlining plans and coming to some agreement on the content needed for NADE's standards. In addition, the committee will collect standards from other professional associations for review. From this background work, and from the feedback given on the CAS Standards for Learning Assistance Programs, the committee hopes to be able to recommend to the Executive Board the most promising course for the future.

As with most NADE committees, the work of the Standards and Ethics Committee is conducted by mail and by phone. To join in the efforts of this committee and have some voice in its decisions concerning standards, simply drop a letter to the committee chair: Jerry Weber, John Wood Community College, 150 S. 48th Street, Quincy, IL 62301.

National Association for Developmental Education (NADE)

Post Office Box 60227 • Chicago, Illinois 60660

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LASSI

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by Claire E. Weinstein, et al.

Dept. of Educational Psychology, University of Texas at Austin

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- (4) A pre-post achievement measure for students participating in programs or courses focusing on learning strategies and study skills;
- (5) An evaluation tool to assess the degree of success of intervention courses or programs.

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Announcements

From the Membership Chair:

Due to circumstances beyond our control, new member applications may not have been received by the NADE Membership Chair. Please contact Jean Swain Opliger if you know anyone who **applied for or renewed a membership** in New Orleans but has not been receiving membership benefits.

From the Standards and Ethics Committee:

The Standards and Ethics Committee encourages NADE members to read and comment on *The CAS Standards and Guidelines for Learning Assistance Programs* which appears in the fall issue of *The Journal of Developmental Education*.

The document, the result of a six-year project of the American College Personnel Association's (ACPA) Commission XVI on Learning Centers in Higher Education, is the first effort to identify and describe standards for programs and services provided by learning assistance professionals and developmental educators. It was published as one of 16 functional area standards and guidelines by the Council for the Advancement of Standards in Student Services/Development Programs (CAS), a consortium of 22 national organizations, in 1986. More background information about the project and the document is given in *The Journal* article.

The Journal of Developmental Education, recognizing the significance of the document as being the first of its kind, decided to publish *The CAS Standards and Guidelines for Learning Assistance Programs* to inform members of the profession of its existence. The decision, however does not represent an endorsement of the document by *The Journal*.

Because the Committee on Professional Standards and Ethics and ACPA's Commission XVI share common interests, both groups are exploring ways of joining efforts. Commission XVI, for example, has asked the NADE Committee on Professional Standards and Ethics to work together on the revision of the *CAS Standards and Guidelines for Learning Assis-*

tance Programs which is to begin next year and culminate in a second edition in 1990.

As part of this effort, the Committee on Professional Standards and Ethics would like NADE members to tell us what you think about the document. Does it speak to the issues involved in developmental education programs? Does it represent the practices of the profession-at-large? What are its strengths? What recommendations do you have for improving the document? Your comments, suggestions, and recommendations will be most helpful to the Committee and will be given to Commission XVI for inclusion in the upcoming revision.

Please send your comments to: Jerry Weber, John Wood Community College, 150 S. 48th Street, Quincy, Illinois, 62301.



Executive News

Highlights June Board Meeting and July Confer

Budget Focus

The primary focus of the Board meeting in Boston was the development of the 1987-88 projected income from fees, conference revenues, and the carry-over total of \$83,815. A total of \$100,000 was encumbered to meet expenses and chapter dues. The projected administrative costs

Calendar Caps: Conference and Calls for Papers Around the

NYMADE CONFERENCE

The Conference Planning Committee for the New York Metropolitan Association for Developmental Education invites you to attend the 4th Annual NYMADE Conference at Bronx Community College, New York on March 26, 1988. The theme of the conference will be "College Educators at the Crossroads: Merging the 80's into the 90's." For more information, contact Dr. Mavis Aldridge, Conference Chair at (212) 489-5240.

NY COLLEGE LEARNING SKILLS

The New York College Learning Skills Association announces the Eleventh Annual Symposium on Developmental/Remedial Education on April 17-19, 1988 at the Nevele Country Club in Ellenville, New York (in the Catskill Mountains). The keynote address will be given by Dr. Jacqueline Fleming, author of *Black Students*. Pre-symposium highlights include May Garland on Supplemental Instruction, Cynthia Seife on the Uses of Computers in the Learning Center and in Instruction, Stephen Brown on Critical Thinking/Problem Solving

Across the Curriculum
Bartholomae on Reading

Contact Susan Huerfano, Developmental Studies Division, College of Finger Lakes, State University of New York at Cortland, Cortland, New York, 14850-394-3500, ext. 389 for information. Proposal deadline: March 15, 1987.

LANGUAGE DEVELOPMENT

Teachers of English to Speakers of Other Languages which is an international professional organization of those concerned with the teaching of English as a second or foreign language, of standard English and dialect, of bilingual and with research into second language acquisition, language teaching methodology, and language teaching pedagogy is holding its 22nd Annual Conference March 8-13, 1988 in Chicago. The program will include sessions by internationally known speakers.

Non-**TESOL** members: Contact TESOL, 1118 22nd Street, N.W., Washington, D.C., 20037-Phone (202) 872-1271

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Western College Reading and Learning Association

Report of the President-Elect, 1987-88

Respectfully submitted on March 22, 1988 by

Susan Deese

RECEIVED MAR 22 1988

Program Chair

The main duty of the President-Elect is to serve as Conference Program Chair. This is an exciting, challenging, and (I hope to discover) rewarding task.

The first call for proposals was made at the 1987 Annual Conference in Albuquerque. The proposal deadlines were September 1 for institute presentations and September 15 for session presentations. This system of deadlines worked well and the Program Committee met in early October for a final screening of proposals. (A preliminary screening of institute proposals was made by a subcommittee of the Program Committee. If proposals for institutes were not viewed as appropriate institute presentations, the presenters were contacted and asked if they would like for their proposals to be considered for session presentations. We received almost 80 proposals and 65 were accepted. A total of 67 presentations were finally accepted for the program. (I solicited 2 math presentations.)

Four of the ten institutes were sponsored by SIGs. Two of the institutes were scheduled twice in the program--as pre and post conference presentations. The suggestion has been made to me by several WCRLA members that we do not have institutes during the conference but only have pre- and post-conference institutes. It might limit the number of institutes but it would avoid the problem of people wanting to go to several sessions that are taking place during one institute.

One session was scheduled for two hours. It was originally submitted as an institute proposal but it was received late. The program committee though liked the proposal so much that we decided to offer a two-hour slot to the presenter.

Three presenters had to cancel after accepting the invitation to present; a substitute was found for each.

The overall conference schedule changed this year. The conference program now begins on Wednesday and concludes on Saturday. The informal feedback that I have received has been positive. After conference evaluation forms are processed, we will have more information about how conference participants like the new schedule.

General sessions are still scheduled on Thursdays and Fridays with the keynote speaker on Thursday and the business meeting on Friday. The traditional Sunday brunch has become a Saturday luncheon. I had planned on having John Vasconcellos as the luncheon speaker but Saturday was not convenient for him. He instead will speak at a "general session" on ~~Thursday~~ *Wed.* and there not be a speaker on Saturday. (It has been suggested that we eliminate a speaker at the luncheon or make the presentation of awards, installation of officers, and welcome to the next conference site shorter. Hopefully, the feedback we get this year when we don't have a luncheon speaker will help us make plans in future years.)

A plenary session was scheduled for Thursday morning. I hope that this session will give the Board the opportunity to discuss issues facing the Association with the members attending the conference. Since the session is one of the early conference activities, pertinent issues could be discussed throughout the conference. If formal action needs to be taken on any issue, it could be done at the Friday business meeting.

By having two suites used for Hospitality, we will be able to display some SIG information during the Hospitality periods on Wednesday and Thursday evenings. On Wednesday, we also have a "Happy Hour" in the suites. This was done in part to have a function after the forum with John Vasconcellos so that interaction could continue. Also, since we don't have a meal function on Wednesday (other than the State/Region Directors dinner), a "Happy Hour" might give people the opportunity to meet and to make meal plans.

The conference registration form included the information that fees must be paid in US dollars and that memberships fees should be sent directly to our PO Box in Whittier. Hopefully, these additions will make things easier for local arrangements/registration committees.

Conference information was mailed to WCRLA members, non-members who attended the 1987 conference, presenters who are non-members, Supplemental Instruction supervisors, some California EOP program directors, and NADE members. The NADE mailing list was received so late that calls for proposals were not sent to those people; they only received calls to the conference.

WCRLA Representative at NADE

I had the opportunity along with Wes Brown and JoAnn Mullen to meet with Diane Vukovich, NADE President, and Kaylene Gebert, NADE President-Elect. We discussed the possibilities of holding a joint/concurrent conference in 1993 in San Antonio, Texas; exchanging membership lists each June 1; having each Association President write a column for the other's Fall Newsletter; exchanging an exhibit's table at each conference; and having a program slot at each conference.

Kaylene and I also discussed working with the National Center for Developmental Education to establish a speaker's bureau especially for state/regional conferences. Other topics for future discussion include sponsoring joint workshops outside of conferences, sponsor a party or open house at each other's conference, co-sponsor insurance or other benefit plan, join in political action activities, help with research studies, joint placement services, exchange of brochures, interchange between SIGs, interchange between state chapter presidents, and a joint membership fee structure with price breaks for journals and conferences.

Budget

Though the figures are not yet final, it appears that expenditures were lower than expected in nearly all budget categories for the President-Elect. Budget sheets pertaining to the President-Elect's expenses are attached.

A detailed budget report will be prepared by May 15, 1988. University of New Mexico ledger details may not be available until May 1.

RECOMMENDATIONS

1. maintain consistent conference proposal deadlines in September
2. change deadline for Winter Newsletter from October 1 to October 15 or 31
3. form a small committee to make a formal recommendation to the Board concerning joint NADE conference in 1993
4. instruct Oxford Mailing Service to send membership list (labels) to NADE designate by June 1 each year
5. to exchange President's columns in WCRLA and NADE newsletters each fall
6. to exchange exhibits table with NADE at each conference
7. to exchange a program slot with NADE at each conference (actual session not just advertisement)
8. to conduct a detailed library search for professional associations with whom we might want exchange membership lists or from whom we might purchase membership lists

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Calls to Conf. (Total)	400	119.01			
Travel					
Hotels and Food					
Telephone Expense					
Postage	100				
Print. & Publish.	300	119.01			
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Brochures (Total) Reg Forms	400	61.68			
Travel					
Hotels and Food					
Telephone Expense					
Postage	100				
Print. & Publish.	300	61.68			
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

WESTERN COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
II. CONFERENCE TOTAL	16,170				
A. CONFERENCE MGT. TOTAL	2,900				
Chairman (Total)	1,350				
Travel	500	208.00			
Hotels and Food	200	12.00			
Telephone Expense	150	150.00			
Postage	100	67.49			
Print. & Publish.					
Wages & Fees	200				
Supplies	200	43.44			
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
On Site Manager (Total)	1,550				
Travel					
Hotels and Food	550				
Telephone Expense	250				
Postage					
Print. & Publish.					
Wages & Fees	400				
Supplies	250				
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Committee Lunch	100				

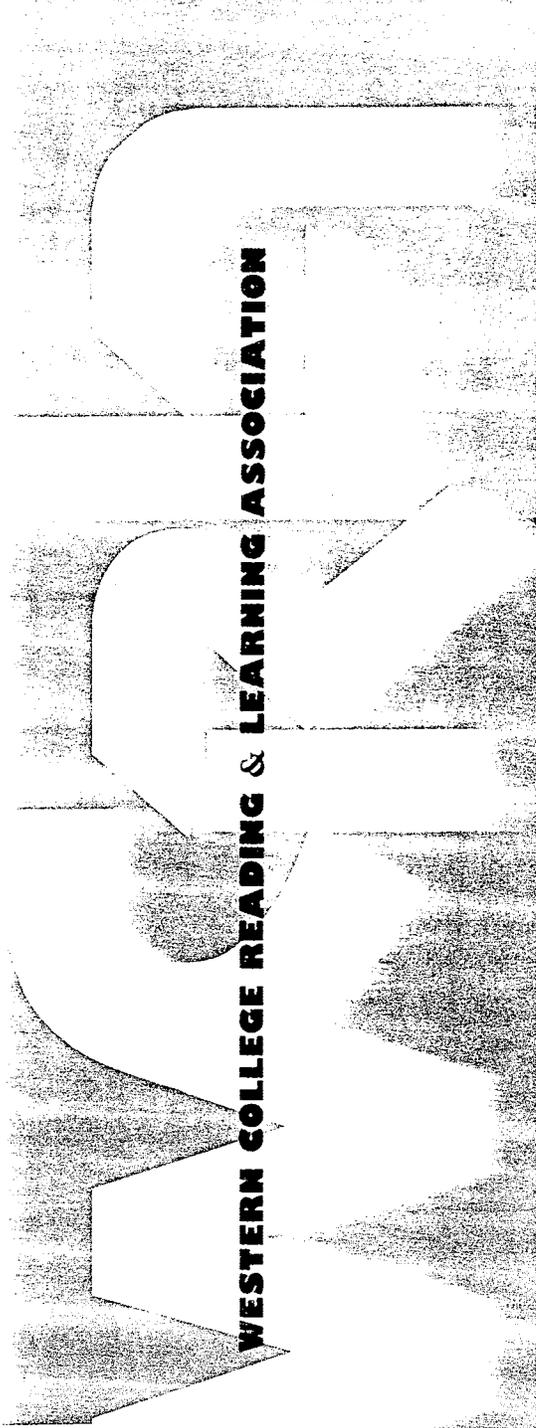
BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
C. CONFERENCE PROGRAM TOTAL	3,250				
Speakers (Total)	2,750				
Travel	450				
Hotels and Food	300				
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees	2,000	1600 (?)			
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Institutes (Total)	500				
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

HISTORY

is officially organized in 1967
e problems and challenges
nique in teaching reading at
secondary level. While other
organizations had addressed
s of elementary and secondary
action, college reading teach-
ed for professional interchange
gues in reading and related
llege Conference on Reading
November, 1966, at San Berna-
College, and plans for WCRLA
charter was drawn and the
adopted in March, 1967, for
ation known originally as the
llege Reading Association. In
lect the interests of the mem-
e name was changed at the
ess meeting in 1983 to Western
ding and Learning Association.

years, WCRLA has expanded
aming to include the related
arning assistance, study skills,
ntal education, and tutorial
Though its geographical focus
nce sites remain in the eigh-
n-most U.S. states and Cana-
c membership is open to
there are now members from
y state and province.

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WESTERN COLLEGE READING & LEARNING ASSOCIATION

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

RECEIVED MAR 22 1988

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

WCRLA is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college-adult level. Inherently diverse in membership, WCRLA's most vital function and over-all purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

WCRLA members give practical application to their research and promote the implementation of innovative strategies to enhance student learning. In a spirit of community, members share each other's successful experience so that they can benefit from it and learn from other's critical research so they will not be condemned to repeat it.

We invite any individual who belongs to a faculty or administration of a public or private college or university and who has an expressed interest in college learning assistance and developmental education to join the Western College Reading and Learning Association. A membership application is included in this brochure.

GOALS

The goals of WCRLA are to continue to provide mediums for dialogue among professionals; to cooperate and coordinate with other professional organizations in these and related fields; to increase the tools available to improve student learning; to provide information and consultants to bodies enacting legislation directly related to college reading, learning assistance, developmental education and tutorial services; and to act to ensure an environment where effective learning can take place.

SERVICES

To meet these goals, WCRLA offers the following services to its membership:

- ★ opportunities to share research and ideas through publications
 - ☆ *The Journal of College Reading and Learning*
 - ☆ the quarterly *Newsletter*
- ★ opportunities for professional growth and job improvement
 - ☆ the annual WCRLA conference
 - conference institutes
 - publishers' exhibits
 - lunch with a mentor
 - campus on-site visits
 - campus program exhibits
 - computer fair
 - ☆ regional meetings
- ★ opportunities to pursue specific areas of interest through Special Interest Groups
 - ☆ Advanced Reading
 - ☆ Cognitive Psychology
 - ☆ Computer Technology
 - ☆ Critical Thinking & Problem Solving
 - ☆ English as a Second Language
 - ☆ Evaluation and Research
 - ☆ Hispanic Assistance
 - ☆ Learning Center Management
 - ☆ Learning Disabled Students
 - ☆ Peer Tutoring
 - ☆ Organizational Development
- ★ opportunities to adopt and adapt practices
 - ☆ program guidelines
 - ☆ program evaluation services
- ★ opportunities for career development
 - ☆ professional exchange program
 - ☆ career placement service
- ★ opportunities to contribute to growing professional organization through the membership resources directory

APPLICATION FOR MEMBERSHIP

Mr.
 Ms.
 Dr.
 Name: _____

Home Address No. _____ Street _____

City _____ State _____ Zip _____ Phone () _____

Name of College/University _____

Phone () _____

College/University Address No. _____ Street _____

City _____ State _____ Zip _____
 Current position/title _____
 *Send mail to Dues are \$25 per year (which includes \$8 subscription to the Newsletter & the Journal of College Reading and Learning) New Renewal

Date _____ Signature _____ Total enclosed \$ _____

Please make check payable to W.C.R.L.A. and mail to: WCRLA, P.O. Box 4576, Whittier, CA 90607
 Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or an INTERNATIONAL MONEY ORDER

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**WCRLA OFFICERS
 1988-1989**

PRESIDENT
 Susan Deese
 CAPS
 Zimmerman Library
 University of New Mexico
 Albuquerque, NM 87131

PRESIDENT-ELECT
 Becky Patterson
 English Department
 Anchorage Community College
 2533 Providence Avenue, Bldg. B
 Anchorage, AK 99508

SECRETARY
 Becky Johnen
 Chemeketa Community College
 P.O. Box 14007
 Salem, OR 97309

TREASURER
 Carol Clymer
 El Paso Community College
 P.O. Box 20500
 El Paso, TX 79998

NEWSLETTER EDITOR
 Wayne Herlin
 Brigham Young University
 115 Spencer W.
 Kimball Tower
 Provo, UT 84602

COORDINATOR OF STATE DIRECTORS
 Gwyn Enright
 San Diego City College
 1313 Twelfth Avenue
 San Diego, CA 92101

JOURNAL EDITORS
 Jo-Ann Mullen
 Department of Education
 University of Northern Colorado
 Greeley, CO 80639

Vincent Orlando
 Reading Department
 Metropolitan State College
 1006 Eleventh Street
 Box 17
 Denver, CO 80204

CONFERENCE SITE CHAIRPERSON
 Wes Brown
 Learning Center, L12150
 California State University
 Hayward, CA 94542

**COORDINATOR OF SPECIAL
 INTEREST GROUPS**
 Tom Gier
 Anchorage Community College
 2533 Providence Avenue
 Anchorage, AK 99508-4670

**JOURNAL OF COLLEGE READING AND LEARNING
 (formerly WCRLA Annual Conference Proceedings)**

Library Subscription — 1 year (current year) \$10.00

PREVIOUS VOLUMES	
<input type="checkbox"/> Fourth (1971)	\$ 5.00
<input type="checkbox"/> Fifth (1972)	\$ 5.00
<input type="checkbox"/> Sixth (1973)	\$ 5.00
<input type="checkbox"/> Seventh (1974)	\$ 6.00
<input type="checkbox"/> Eighth (1975)	\$ 7.00
<input type="checkbox"/> Ninth (1976)	\$ 7.00
<input type="checkbox"/> Tenth (1976)	\$ 7.00
<input type="checkbox"/> Eleventh (1978)	\$ 7.00
<input type="checkbox"/> Twelfth (1979)	\$ 8.00
<input type="checkbox"/> Thirteenth (1980)	\$ 8.00
<input type="checkbox"/> Fourteenth (1981)	\$ 8.00
<input type="checkbox"/> Fifteenth (1982)	\$ 8.00
<input type="checkbox"/> Sixteenth (1983)	\$ 8.00
<input type="checkbox"/> Seventeenth (1984)	\$ 12.00
<input type="checkbox"/> Eighteenth (1985)	\$ 12.00
<input type="checkbox"/> Nineteenth (1986)	\$ 12.00
<input type="checkbox"/> Twentieth (1987)	\$ 12.00
<input type="checkbox"/> Twenty-first (1988)	\$ 12.00
<input type="checkbox"/> Package 4th—21st Journal/Proceedings	\$110.00

TOTAL \$ _____

Name _____

Address _____

City _____

State _____ Zip _____



**Western
College
Reading &
Learning
Association**

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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills San Diego State University San Diego CA 92182

March 18, 1988

Dr. Bunk Spann
National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608

Dear Bunk:

Based on a survey of our membership, the WCRLA Board of Directors has decided to offer the Journal of Developmental Education and/or Review of Research in Developmental Education at a reduced cost according to the voluntary participation program you have suggested in your correspondence (7-16-87, 2-26-88) with us.

We understand our agreement is for one year only, but we can choose to renew the agreement. We understand members may elect to receive three issues of Volume 12 of JDE for no more than \$13.71 (cost plus 15%). The cost will be reduced according to the sliding scale you presented to the WCRLA Board in July 1987 if the participation rate reaches 45%, 55%, 65% or 75%. If the participation rate is 75% or more, the cost for Volume 12 would be \$12.51 for WCRLA members. The retail price of JDE will be \$17.00 in 1988-1989.

We understand WCRLA members may elect to receive the five issues in the next volume of Review of Research in Developmental Education at a maximum cost of \$7.05, if 35% or less of the membership participates in the subscription program. However, with increased participation rates, the price would decrease according to the sliding scale you presented. With a 75% or more participation rate, the cost would be \$6.30 for one year of RRIDE. The retail price of RRIDE will be \$9.50 in 1988-1989.

We also understand members might subscribe to both publications, but for the purposes of determining our participation rate, the subscriptions will be counted separately.

To mail issues to our members, we understand you will need mailing labels in zip code order and coded with a J- (JDE), R- (RRIDE), or B (Both) eight times during the year. You will contact Hal McCune at Oxford Mailing Service (c/o WCRLA, P.O. Box 4576, Whittier, CA 90697) in advance of when you need each set of labels. He will be directed by the WCRLA President or President-Elect to send them to you at WCRLA's cost. These

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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

labels are to be used only for mailing subscriptions to members.

WCRLA will calculate our participation rate based on an average of our pre and post annual conference membership. We will invoice our members. You will receive payment from WCRLA on an annual basis, after the subscription cut off date of May 31, 1988.

If new WCRLA members (who join after May 31, but before the end of this one year agreement) choose to participate in the subscription program this year, we understand you will send them complementary copies of the journal(s) of their choice.

WCRLA members who do not receive the publications they expect after having their payment verified will be referred to the National Center for Developmental Education about the matter in order to receive a refund or credit.

WCRLA will supply, by the deadline for each issue, the Journal of Developmental Education with information items (not advertisements) about WCRLA for a "WCRLA News" column.

I am pleased we are able to offer this new benefit to our members, and I hope this will be year one of our continued cooperation.

Sincerely,

Gwyn Enright
President

cc Barbara Calderwood, Managing Editor
WCRLA Board of Directors
Gene Kerstiens, WCRLA Past President
and RRIDE Editor



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Supplemental Subscription Offer for Members Only

Expand your professional reading! In addition to the WCRLA Newsletter and the Journal of College Reading and Learning, which you already receive as a WCRLA member in good standing, now you can subscribe to additional publications at a discounted rate.

If you would like to receive the Journal of Developmental Education beginning in July 1988 for one year (three issues), Review of Research in Developmental Education for one year (five issues), or both these journals, fill out the order form below. Mail it to WCRLA, P. O. Box 4576, Whittier, California 90607 by the deadline: May 31, 1988. Since the cost will depend on how many WCRLA members elect to subscribe to these publications, a maximum and a minimum price is provided below. You will be billed by WCRLA for the exact price.

Return to WCRLA, P.O. Box 4576, Whittier, California 90607
by May 31, 1988

- I would like to receive the Journal of Developmental Education. The regular subscription rate for 1988-1989 will be \$17.00
My maximum cost: \$13.71 My minimum cost: \$12.51

- I would like to receive Review of Research in Developmental Education. The regular subscription rate for 1988-1989 will be \$9.50.
My maximum cost: \$7.05 My minimum cost: \$6.30

- I would like to receive both the Journal of Developmental Education and Review of Research in Education. The regular subscription rate for both publications would be \$26.50.
My maximum cost: \$20.75 My minimum cost: \$18.80

I will expect to be billed by WCRLA for my subscriptions, and I will look forward to receiving them at the same address I gave for my WCRLA membership.

Name (Please print)

Signature

Duties of the Coordinator of State/Regional Directors

As out-going president:

February

1. Check with the current coordinator of State Directors for recommendations of new State Regional Directors to appoint and for confirmations of continuing State/Regional Directors to reappoint.
2. Write letters of appointment to new State/Regional Directors:
 - a. Ask them to send you the name and address of an administrator at their school if they wish to send a letter of acknowledgement.
 - b. Invite (strongly encourage) them to attend the State/Regional Directors' meetings at the upcoming conference to facilitate the transition between current and new State/Regional Directors.

for the conference

3. Assist the current Coordinator of State/Regional Directors in planning the State/Regional Directors workshop.

at the conference

4. Attend State/Regional Directors' meetings at the annual conference.

As Coordinator of State/Regional Directors (Past-President):

5. Remind Secretary to send summaries of Board meetings to State/Regional Directors.

right after conference

6. Contact the WCRLA Mailing Service to have an updated list of members ~~and~~ labels in zip code order sent to you. Mail the relevant list to each State/Regional Director as soon as possible.

April/May

7. Write letters to non-continuing State/Regional Directors, thanking them for their services and asking that they forward their WCRLA materials and records to their successors.
8. Write letters of acknowledgement to institutional administrators designated by new State/Regional Directors.

by Mid-May

9. Send an initial "group letter" to all State/Regional Directors:
 - a. Include any follow-up information from recent conference.
 - b. Checklist of materials and supplies they should have on hand (acquired from predecessor or request extras from you).
 - c. Suggest they start making plans for fall mini-conference now.
 - d. Tell them they should have received (or will) updated mailing lists and summaries of minutes.
 - e. Mention budget and reimbursement procedures.
 - f. Send them lists of any members who have indicated on Membership Resources Form a willingness to help with state/regional activities (or do this in second letter).
 - g. Remind them to send you (and the Newsletter) copies of agenda and news from state mini-conferences, etc.

late August

10. Send a second updated membership list or labels to all State/Regional Directors the first week in September.

early
September

11. Remind Secretary to send summaries from Summer/Fall Board meeting to State/Regional Directors. Remind President-Elect to send extras of conference mailings to State/Regional Directors to be used in recruiting new members.
12. Work with Program Chair and Conference Manager to arrange for State/Regional Directors' workshop and luncheon and state/regional meetings at the annual conference.
13. Send a second "group letter" to all State/Regional Directors:
 - a. Highlight early conference information and any other important news/issues from the Summer/Fall Board meeting.
 - b. Tell them to send new membership recruitment letters, now.
 - c. Tell them to contact non-renewals when

they receive their updated mailing list.

- d. Remind them of membership benefits.
- e. Ask for news of their fall meetings.
- f. Remind them that they can request additional updated mailing lists (or labels) if needed during the year, but that cost will come from their budget.

late December/
early January

- 14. Send a third "group letter:"
 - a. Ask them about availability/recommendations for next year's State/Regional Directors' appointment. Enclose self-addressed postcard for prompt response.
 - b. Remind them of February 1, deadline for annual report.
 - c. Request items for State/Regional Directors' meeting agenda at the conference, and issues for Board agenda, too.
- 15. Request one complete updated membership list from WCRLA Mailing Service to represent the membership as of December 31 and to be mailed to you in early January. This will give you the information to report the year's base membership count in various state/regions to the Board at the annual conference. It will also provide the figure for determining a quorum of the Association, should that be needed at the annual conference.

early
February

- 16.
 - a. Contact members whom you wish to appoint as State/Regional Directors for the coming year. Request recommendations from outgoing State/Regional Directors, consult Membership Resources Forms, etc.
 - b. Write letters to prospective State/Regional Directors:
 - 1. Ask if they are interested in serving.
 - 2. Enclose a copy of the State/Regional Director's job description.
 - 3. Ask them to respond in writing within a given deadline (self-addressed postcards facilitate this process).
 - 4. Ask them to send you their home and office addresses and phone numbers.

early February

- c. Send recommendations for next year's State/Regional Directors' appointments to current President. Send items for Board agenda, too.
- d. Prepare a list of names, addresses, and phone numbers of all appointed State/Regional Directors and distribute this list to WCRLA Board members, the Newsletter editor, other State/Regional Directors, and the WCRLA Mailing Service.

late February

17. Send a fourth "group letter":
 - a. Ask for annual reports if not yet received.
 - b. Finalize meeting times for State/Regional Directors at conference.
 - c. Enclose a self-addressed postcard to indicate if State/Regional Directors will be there or who substitute will be.
 - d. Mention some agenda items for the meetings.
 - e. Final request for reimbursement of expenses on this year's budget must be in by May 31.
 - f. Save and transfer your materials to your successor.
18. Contact the President and brief him or her on the State/Regional Directors workshop planned for the conference. Arrange for current and recent Board members to attend state/regional meetings at annual conference to represent the Board and act as resource persons re: Association issues..

at the conference

19. Conduct State/Regional Directors' meeting/workshop:
 - a. Summarize state/regional annual reports,
 - b. Summarize items from pre-conference Board meetings.
 - c. Suggest agenda items for their state/regional meetings.
 - d. Ask for their evaluations, recommendations.
20. Coordinate State/Regional Directors' meeting with WCRLA Board.

after the conference

21. Assemble files and transfer to next Coordinator of State Directors.
22. Breathe a sigh of relief and fade away...before moving into the role of Conference Site-Selection Chairperson!

Periodically as needed:

as needed 24. Serve as advisor to current President.

Province changed to Regional, April 1987
Revised March 1988

DUTIES OF THE JCRL EDITOR

Annually until May 1

Solicit manuscripts for possible
publication in JCRL

May 1 - September 1

Distribute manuscripts for review,
editing to assistant editors

Correspond with authors as needed
regarding content of articles

Write acceptance/rejection letters to
authors

Correspond with editor of "other"
articles (other than those presented at
conference) for incorporation of those
articles into JCRL

Proofread and compile entire volume

Write front and end pages, index
articles and arrange order for
presentation to printer

September - December

Proofread first galleys and blue line
of volume

Consult with Executive Editor on
overall design and length

Correspond with President-elect
regarding convention (keynote speakers,
letter to presenters, cover sheet,
editorial luncheon)

January - March

Select new editors and/or reappoint
current editors

Chair the Editorial Advisory Board and
preside at the editorial luncheon

Throughout Year

Write the articles for Newsletter

DUTIES OF JCRL EXECUTIVE EDITOR

Until May	Solicit advertisers interested in placing ads in JCRL
May - September	Select printer with reasonable bid Prepare JCRL budget for Summer Board Meeting
September - December	Correspond with Oxford Mailing Service regarding complimentary copies, expected completion date Consult with JCRL Editor on cover design and length of volume
December - March	Place ads for new <u>JCRL</u> volume and for library sets of past volumes Arrange for shipping <u>JCRL</u> to Oxford Mailing Prepare annual report to WCRLA Board of Directors
Throughout Year	Authorize payment of <u>JCRL</u> related expenses Authorize complementary copies of <u>JCRL</u> for increased exposure of the journal

Revised March 1988

WCRLA Elections Committee Chairperson

JOB DESCRIPTION

PRE-CONFERENCE

- October: By this time, President should have appointed new Chair who, ideally, should be the same Past-president who served as a member of the committee the previous year.
- November: Check upcoming Newsletter deadlines, and write a brief article encouraging suggestions for nominations and informing members of the open meeting at the conference. There are usually few, if any, responses to this article, but at least all members will have been invited to submit nominations if they wish.
- January: (1) Work with the President-elect/Program Chair to schedule at least two committee meetings at the annual conference. Try to avoid times when State Directors and/or the Board meet because of scheduling conflicts with prospective committee members. Typically, the first of these meetings is not listed in the conference program and is for committee members to set ground rules, make tentative procedural plans, etc. The second meeting should be set toward the end of the conference at a time when conflicts are few, so that the first half-hour may be listed in the conference program as an open meeting for members to make suggestions for nominations. The second part of this meeting, which is closed to all but committee members, lasts as long as necessary to develop a prioritized list of candidates.
- (2) Begin to select committee members and secure Presidential approval of committee composition. NOTE: The By-laws are presently silent on the composition of the committee, except to indicate the inclusion of a Past-president who can take over the chairpersonship in the following year. Most recent committees have had 5 or 6 members including the Chair. Factors such as geographic location, 2-yr./4-yr. college, ethnicity, sex, length of WCRLA membership, service to the association and familiarity with its membership can be considered in assembling a representative committee. However, try to avoid appointing someone to the committee who is a likely candidate for office since that person would have to resign from the committee at the moment his/her name was considered for nomination.
- February: Remind President that a brief introduction of Election Committee members should be included on agenda of first general session.

DURING THE CONFERENCE

- (1) Make final arrangements with President to introduce the Elections Committee members at the first general session.
- (2) The initial committee meeting should include a discussion of the ways in which the committee will work, particularly stressing the confidential nature of the work and that, while talking to various members to ascertain their interest in running for office, committee members should make it clear that these are initial inquiries only and that any actual offer of nomination will ultimately be made by the chair after the committee deliberates. A very initial list of possible candidates might also be "brainstormed" at this meeting just to begin to get as many names as possible for ultimate consideration.
- (3) The second meeting should be "open" for a half-hour as indicated in the conference program to hear from any members who wish to suggest nominees. The confidential session follows at which priority lists for nominees are developed. The committee should strive to develop as long a list of truly acceptable potential nominees as possible and should leave the chair with some general guidelines for developing as balanced a slate as possible depending upon which potential nominees accept/reject candidacy as the chair proceeds through the prioritized lists after the conference.

POST-CONFERENCE

- April: Obtain from the WCRLA Mailing Service an updated membership list with names, addresses, phone numbers (home and work) for those on priority lists.
- April-Oct.: Contact potential candidates in priority order, provide those considering nomination with job description information and updated copy of By-laws, and obtain written consent from those candidates who agree to run for office.
- May: Respond to request from President to prepare and submit a budget request for the next fiscal year prior to the Board's summer meeting.
- Oct. 1 or earlier: Submit to the Board for approval a slate containing two candidates for each elective office and the Elections Committee Report. When approved, notify candidates and request information and photos for the election mailing.
- October: Send a copy of this job description to the next Elections Committee chairperson so that he/she can begin pre-conference preparations for selecting the next slate of candidates.

It is also helpful to update and send copies of two items from the Elections Committee notebook: the list of winning/losing candidates in recent elections and the list of members of past Elections committees.

Nov.-Dec.: Prepare ballot, candidate information brochure, and return envelopes, and arrange for printing. (Check with WCRLA Mailing Service for estimate of number needed and forewarn them that a complete set of mailing labels will be needed on Dec. 15.)

Dec. 15: WCRLA Mailing Service prepares and sends an updated set of mailing labels to the Elections Committee Chair, keeping in mind holiday addresses and mail delays. Arrangements are made to update the list, if necessary, with a phone call in early January so that all members as of Dec. 31 will actually receive ballots. (There are usually 3 or 4 new names plus a few address changes.)

On or before

January 15: Elections Committee Chair mails ballots for return by Feb. 15. A final letter to candidates advises them of dates for mailing, return, and counting of ballots - and that they will be notified of results by WCRLA President. Candidates for President-elect are also advised to begin thinking of a conference theme so that, if elected, they can work quickly with the next on-site conference manager to prepare a one page publicity flyer to be distributed at the preceding (upcoming) conference.

Feb. 15+: If sufficient envelopes are returned to constitute a quorum (10% of the membership as of Dec. 31), all ballots received on or before February 15 are counted by the Committee Chair and at least two other WCRLA members in the Chair's locale. Inform the President of the election results by phone and send the counted ballots to the President who will hold them, unopened, through the installation of officers at the annual conference. If there is a challenge to the election results, the President will open the ballots and order a re-count.

President announces the results to the candidates. Remind President to (1) invite new officers to all pre-conference and conference Board meetings, (2) send new officers a complete set of minutes from the Board meetings of the most recent year in order to prepare them for these meetings, and (3) put new President-elect in touch with the next year's conference on-site manager to begin working on a promotional conference flyer.

March/April: The out-going Chair prepares an article for the post-conference Newsletter announcing the election results, updates the Elections Chair's job description if necessary, and updates the Elections notebook before passing it on to the incoming Chair.

RELAX! This is really the last official responsibility of WCRLA Past-, Past-, Past- Presidents!

DUTIES OF AWARDS COMMITTEE:

1. Form a committee to review awards (3-4 people). The president will have names of possible candidates. Selecting one or two people from your region is advisable.
2. Assume responsibility for disseminating information regarding WCRLA scholarships and awards.
 - a. Write an article for each Newsletter including specific information about the awards. Put application for the scholarship in the summer Newsletter. In the fall Newsletter solicit nominations for the Long and Outstanding Service award.
 - b. Make the scholarship application form available at the annual conference too as well as the information regarding nominations for the Long and Outstanding Service Award.
3. On an annual basis recommend recipients for award(s) and scholarship(s). When you receive applications and/or nominations, distribute them to your committee with the appropriate evaluation form(s). When evaluating scholarship applications, request certification of the selected recipient's enrollment in a graduate program. Collect information from the committee and make recommendations to the Executive Board for all awards at least one month prior to the conference. The president will announce awards during the annual conference.
4. After a person is awarded the scholarship, suggest the awardee report on his/her progress towards degree completion. If a person is awarded a grant to do research, request the awardee report his/her progress and final results as well.
5. Award plaques for Long and Outstanding Service and for the outgoing president need to be purchased. Coordinate the Long and Outstanding Service plaque with the president and the outgoing president's plaque with the past president. Have plaques prepared in advance; bring them to the Spring Conference.
6. Coordinate any scholarship or award fund raising activities to take place at the annual conference with the On Site Conference Manager or his/her designee. Activities should be both profitable and appropriate.
7. Request a projected budget prior to July 1 since the annual budget is established at the Summer/Fall Board meeting. The cost of the two should be submitted at about \$35.00 each. Include some estimates for supplies above and beyond what your institution can provide.

Tulane

Educational Resource Center
128 Gibson Hall
Tulane University
New Orleans, Louisiana 70118
(504) 865-5113

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment Q
Page 1 of 2

TO: WCRLA Board of Directors

FROM: Karen Smith, Archivist *K.S.*

RE: Progress Report

DATE: March 18, 1988

Last summer I submitted a funding request for 87-88 for \$348 (see attached) in order to purchase another file cabinet and filing supplies. If that amount was approved, it has not been spent yet.

As you know, I have recently moved from New Mexico to Louisiana, and the WCRLA Archives are still residing at New Mexico State University.

I need the Board's approval.

- 1.) to ship the boxes of records and the file cabinet to Tulane and
- 2.) to purchase the second file cabinet and supplies identified on the attached funding request.

The costs identified on the funding request were through NMSU's discount and I have not secured information on costs here, but I assume that they should be similar.

RECEIVED MAR 22 1988

WCRLA FUNDING REQUEST

Name of Committee/SIG/task force, etc. Archives

Total amount of request \$348.60

Date needed 8/87

Funds to cover from 7/87 to 6/88

Statement of purpose for funding request The four-drawer file cabinet used for the archives is completely filled. Files and photographs on a table would fill another file drawer. A second file cabinet is an absolute necessity now, and it will be needed even more as materials are collected this year and in the future.

Attach additional explanation if necessary.

Itemize projected expenses and timeline:

<u>Item</u>	<u>Amount</u>	<u>Date</u>
1. File cabinet (5 drawer w/lock)	\$236.47	8/87
2. Drawer frames (\$10.38 + 15%)	11.94	8/87
3. Hanging folders (5 boxes w/ 25 per box @\$7.22 + 15%)	41.52	8/87
4. File folders (2 boxes @\$3.77 + 15%)	8.69	8/87
5. Miscellaneous (labels, display, etc.)	<u>50.00</u>	?
Name <u>Karen G. Smith</u>	<u>\$348.60</u>	

Mailing Address New Mexico State University
Box 5278
Las Cruces, NM 88003

Day Phone (505) 646-3136 Home Phone (505) 524-8107

The budget for WCRLA is approved by the Board of Directors each year at the Summer Board meeting. Funding requests should be submitted to the President by June 30th to be considered for inclusion in the 1987-1988 budget.

**PRELIMINARY WCRLA PROFESSIONAL PRESENTATION/
PUBLIC RELATIONS POLICY**
Proposal

3/15/88
J. Carter-Wells
(as per request
from G. Enright)

PURPOSE/NEED : To develop a professional "look" and method of presentation for all ~~communications~~ and/or organizational documents; this professional presentation policy would be a complement of a focused and more formal public relations policy.

*Official
WCRLA
Business*

- PROCESS:** *Be acquainted with the*
- 1). ~~Reassess~~ organizational goals and related public relations goals.
 - 2). Identify key concepts/terms that epitomize goals /future directions.
 - 3). Identify those written communication needs or organizational documents and link with overall public relations goals.
 - 4). Identify audience receiving these documents or communication sent out by organizational representatives (officers, state directors, SIG leaders, etc.).
 - 5). Design organizational look based on 1-4 and review with members and officers.
 - 6). Develop formal policy for professional presentation by the organizational representatives that becomes part of duties/responsibilities statement.
 - 7). Provide camera-ready logos and mastheads for these same representatives for their communication needs.

TIME FRAME: The total process should not take more than one year and needs to be incorporated into the larger organizational framework of a public relations policy.

Marketing Plan for WCRLA

To continue as a sophisticated, viable organization, WCRLA must find ways to increase income. A key to increased income is increased membership which could also enhance the overall quality of membership advantages.

In order to increase membership, several steps need to be taken. Consider the following:

I. Suggestions for Membership Growth

A. On-going means

1. Identify more states in which sufficient membership (7-8 members) warrants appointment of state director and official recognition as a member state
 - a. Illinois }
b. New York } qualify, 1985-86
2. Strongly encourage all states/regions to hold Fall/Winter meetings/conferences on an annual basis; when conferences are co-sponsored with other regional organizations, reserve the opportunity to describe WCRLA and solicit membership.
3. Advertise WCRLA throughout the year as well as the WCRLA annual conference.
 - a. WCRLA advertisement (organization)
 - 1) Journal of Reading
 - 2)
 - 3)
 - b. Annual conference advertisement
 - 1) Journal of Reading
 - 2) Journal of Developmental Education
 - 3) Chronicle of Higher Education (free listing)
 - 4) Reading Today (free listing)
 - 5)
4. Increase advantages of membership
 - a. Provide greater opportunity and enticement to publish -- increase the number of volumes of the Journal of College Reading and Learning.
 - 1) Solicit papers with regular conference mailings
 - 2) Send letter of solicitation to others at least once a year, perhaps to major universities, etc.
 - b. Stimulate greater interest in application for scholarship/research grants; grant at least 2 @ \$500 a year.
 - 1) Solicit through separate mailing in addition to newsletter solicitation.
 - 2) For research grants, upon completion of project/study, request proposal for presentation at the annual conference; if selected as a presenter, provide the following:
 - a) Complimentary registration to that annual conference as well as luncheon and banquet tickets.
 - b) Travel allotment of \$50 if traveling 100 or more miles to the conference.

- Page 2 -

- B. Special means (1-2 years) to increase membership
 - 1. Approach appropriate foundation(s) to fund two regional conferences a year for one or two years in areas of greatest potential growth. Regional conferences would be held in addition to the annual WCRLA conferences.
 - a. Attain grant for organizational development; agree to use funds in ways specified to reach stated goals.
 - b. Request \$15,000 per conference (30K per year) plus overhead to help support the conference; use overhead for such activities as the following:
 - 1) Buy down rooms.
 - 2) Award scholarship(s)/research grant(s) at each regional conference.
 - 3) Buy down/eliminate typical registration fees.
 - 4) Arrange for charter flights.
 - 5) Provide grants/stipends for papers presented if submitted and accepted by the JCRL.
 - 6) Contract nationally renowned speaker(s) to keynote at regional conferences.
 - c. Possible target areas: Chicago, New Orleans, Miami, Nashville, Madison.

- II Suggestions for on-going means to increase income in addition to increased membership: sell advertising space in the Newsletter and Journal of College Reading and Learning.
 - A. Prepare statement about WCRLA and price lists for both publications; include dates for forthcoming issues; send information to all appropriate publishing houses.
 - B. Sell advertising space in the WCRLA Conference Program in the same manner suggested for the Newsletter and the JCRL.
 - C. Appoint two members as advertising chairs, one for the Newsletter and one for the JCRL (WCRLA Presidential appointments); President-elect/program chair would appoint a member to handle program advertisement or make it a charge of the exhibitors chair.

STUDENT SUCCESS STRATEGIES

February 1988

FACILITATORS' GUIDE

Part I: Group Process and Development Concepts

developed and presented by Vicki Willis and Connie Green

Note: These materials have been compiled from a variety of sources and are used in organizational development activities and training at Chemeketa Community College. In particular, we are indebted to Vernon S. C. Ho, who has served as a consultant to Chemeketa's organizational development effort. We are making them available to facilitator volunteers for use at the Student Success Strategies conference. We hope they will be informative and helpful.

LISTENING WELL

Although listening is perhaps the single most critical skill in working effectively with others, most of us do not listen well.

"OUT TO LUNCH" LISTENING: This is the non-listening mode. You are tuned in to your inner dialogue, and you do not hear what others are saying. In spite of this, you may appear to be paying attention by smiling, nodding, etc.

"ALREADY" LISTENING: This is a pre-judgemental form of listening in which you have already decided what you are going to hear based on your assumptions about the person speaking ("he's brilliant", "Oh, here we go again... same old story"), the words used, ("participatory management") or status and positional relationships ("What can she know, she's just a secretary.")

LISTENING FOR IMPOSSIBILITY: This is another form of pre-judgemental listening in which you lie in wait for the first remark that you can refute or discard, and thereby discount the validity of the statement being made.

LISTENING FOR RIGHT/WRONG: In this listening mode, you sort the remarks of the speaker into your own pre-conceived categories on the basis of whether or not the statements fit into your picture of how the world works. No real insightful learning can take place when you are listening in this mode, despite your enthusiasm in encountering someone who thinks just as you do, or your irritation in hearing someone whose views are unlike yours.

In the process of working with others, especially if the task involves generating new ideas and thinking creatively, it is important to be conscious of your listening mode and continuously work toward LISTENING FOR POSSIBILITY:

LISTENING FOR POSSIBILITY: This is the only mode of listening in which true insightful learning can take place. In listening for possibility, you suspend judgement long enough to open your mind to the possibilities to be found in the statements of the speaker. Is there a way that the ideas might be possible, might work, might have a useful application?

Thanks to Mark Milleman, who described these levels of listening at the Employee Involvement/Quality Circles conference in Portland, September 18, 1987.

EFFECTIVE GROUP WORK

You may want to use the following as a check list to monitor your team's performance from time to time:

1. Members are aware of the group's purpose and structure.
2. Ideas are separated from person.
3. Members welcome other's contributions.
4. Members speak for themselves.
5. Clarification comes before evaluation.
6. Conflict is viewed as necessary and helpful.
7. Decisions are made actively.
8. The group keeps a record/summary of all meetings.

GROUP PROCESS MODEL A`

Phase 1: Identify group goal, purpose, task(s)

Goals:

- 1) Communicate purpose to all group members
- 2) Achieve clarity of purpose
- 3) Establish basis on which to assess group progress

Phase 2: Establish ground rules, norms, ways to proceed

Goals:

- 1) Explore alternative strategies for accomplishing task
- 2) Communicate and agree on ways to proceed
- 3) Define roles and responsibilities of group members
- 4) Establish a means for staying "on task"
- 5) Establish a means for "controlling" process

Phase 3: Generate ideas, alternatives
EXPANSIVE or DIVERGENT phase

Goals:

- 1) Explore alternatives
- 2) Get everyone's input
- 3) Go beyond the obvious--be creative
- 4) Avoid judgement and evaluation
- 5) Go for quantity--don't censor
- 6) Seek diversity in points of view

Phase 4: Analyze, evaluate ideas and establish priorities
REDUCTIVE or CONVERGENT phase

Goals:

- 1) Clarify and integrate ideas
- 2) Identify and gather needed information
- 3) Decide on criteria for evaluating ideas
- 4) Seek everyone's input
- 5) Identify preferred solutions
- 6) Gain consensus, assure common understanding

GROUP PROCESS MODEL PAGE 2

Phase 5: Develop action plans

Goals:

- 1) Identify what needs to be done
- 2) Identify skills and resources
- 3) Establish individual responsibilities
- 4) Set timelines
- 5) Identify check-in times

Phase 6: Implement action plan

Goals:

- 1) Assure that action gets carried out
- 2) Assess progress at check-in times

Phase 7: Evaluate effectiveness of group in achieving objectives

Goals:

- 1) Recognize accomplishments
- 2) Identify opportunities for improvement
- 3) Assess need for further action
- 4) Learn from the experience

APPROPRIATE USE OF THE COMMUNICATION MODEL

The Communications Model is a tool when working with your team. As a professional leader, you must know when a particular approach is appropriate. This listing and examples are to assist you in determining situations where each communication mode may be useful for you.

Developing Mode

This mode is best used when you want involvement and participation from the team. The exemplifying statement is "I want to use my influence and yours to solve this problem." It is best used when:

- a) The group does not have all the facts and experience required.
"This is my understanding of the problem. May I hear yours?"
- b) A group commitment is required.
"Before we act on this solution, let's poll the team and see how each of us feels about it."
- c) There is a desire for creativity and innovation.
"Could we take ten minutes and brainstorm possible uses for the money?"
- d) There is a potential or the beginning of resistance and conflict.
"Several of you are frowning. Let's check our understanding of this proposal. I'll share mine first if you like."

Controlling Mode

This mode employs a selling approach to communication. The best statement to illustrate it is "I want to have most of the influence." Its best uses are when:

- a) You have the facts and experience to make the best judgement.
"Since I am the only engineer who worked on this project, I'll make the recommendation for the team."
- b) There is an urgency to make a quick decision.
"This is an emergency. Please clear the area immediately."
- c) The issue to be decided is of low priority to the group and there is no need for joint commitment.
"I will re-order a supply of purchase order forms."

Relinquishing Mode

This approach is often used to maintain group harmony. An individual may then compromise for the sake of the group. The sample statement is "I want to give you my influence." Situations where this mode is most appropriate occur when:

- a) The other person has all the facts and experience.
"I'm not as familiar with that model as you are. I thought this was the proper way to remove the cover, but it won't budge. Would you show me how it works?"
- b) The other person is in a high emotional state or disturbed by the problem.
"I can see this is a very sensitive topic for you. I am

willing to discuss it at another time."

- c) The other person is highly motivated on this issue and there is opportunity for him or her to learn from this experience.

"You seem genuinely enthusiastic about this design. Is it okay if we let you draw the preliminary plans?"

- d) Your interest in the issue is highly personal and not work related.

"This has been a special hobby of mine for 10 years. I could go on and on about it, but I realize you have all the information you need to make your decision."

Defending Mode

This is the old survival approach to a problem from pre-historic times. When confronted by a situation beyond an organism's control, it either ran or fought. An illustrative statement is "I want to stay uninvolved." The best uses for this mode are when:

- a) There is a clear desire not to be involved for legal or ethical reasons.

"In order to avoid future litigation and dispute, I will withdraw from participating in this project."

- b) The situation is beyond the person's understanding or frustration level.

"I have no idea what we are trying to do. I'm going to take a short walk before I say something I might regret."

STAGE OF TEAM DEVELOPMENT

Characteristics and Intervention Behaviors

Stage	Characterized By	Helpful Intervention Behaviors
Forming	<ul style="list-style-type: none"> • Individuals categorize or pigeonhole one another with outside roles and statuses often determining inside roles. • Group members size up each other and correctly test each other. • Superficial sharing of name and background 	<ul style="list-style-type: none"> • Provide opportunity for people to get to know each other, i.e. structured get acquainted activities, informal social time. • Discuss and clarify expectations. • Model effective communication skills.
Norming	<ul style="list-style-type: none"> • Lack of common goals. • Uncertainty over purpose. • Difficulty in understanding goals and purpose of the group. • A few members may attempt to establish bonds with other members who seem to have similar problems, attitudes and backgrounds. • Mistrust of each other by exhibiting caution and conformity. 	<ul style="list-style-type: none"> • Determine what each person wants/expects from the group. • Discuss what resources are available in the group. • Shift from leader centered to group centered activities, serve a resource, not as leader. • Involve people in setting goals and priorities. • Encourage cooperative behaviors. • Encourage decision making styles that allow input from all.
Storming	<ul style="list-style-type: none"> • Competition among group members. • Increase in disruptive behavior. • Members may attack each other, the leader. • Increase in defensive communication. • Anxiety over expression of affect. • Group wanting leader to assume responsibility. • Projection of blame and responsibility toward the leader. • Some members may come late, not come at all. • Striving to be center of attention. • Frustration over the way the group is going. 	<ul style="list-style-type: none"> • Examine your own attitudes toward conflict. • Provide support and reassurance. • Point out conflict can be a positive force. • Encourage open expression of feelings. • Don't become more authoritarian. • Utilize effective communication skills and encourage others to do so - active listening, paraphrasing, describing behaviors. • Respond to feelings underlying the group members words. • Pray a lot!

Stage**Characterized By****Helpful Intervention Behaviors**

Performing

- *More active participation.
- *Members encourage, help each other.
- *Constructive confrontation.
- *Reality testing increases and grows stronger.
- *Relationships are strengthened.
- *More sharing of personal life experiences.
- *Regularity in attendance.
- *Intensification of elation and excitement;
members experience intense joy and pleasure.

- *Help group maintain its skills.
- *Encourage autonomy in problem solving and decision making.
- *Encourage people to continue to seek each other for resources.
- *Expect alternation between working on tasks and working on relationships.

INTERPERSONAL DYNAMICS IN GROUP PROCESSES

STAGE

ISSUES

INTERVENTIONS

Inclusion
(Norming)

Belonging; Behavior Expectations
What can I expect?
What is expected of me?
How do I fit in?

Task: Create an Atmosphere Where People
Feel They Belong and Know What to Expect
Set up physical environment, seating.
Greet individuals.
Involve each in an action. (nametags, paper)
Verbalize agenda, expectations, ground rules.
Gather pertinent information from members.
Model the behavior you expect.
Set direction: less structure as time goes on.

Control/Development
(Storming, Forming)

Influence; Safety; Relevance to Me
Who is the leader here?
Who has influence?
Who is ultimately responsible?
How will difficulties be dealt with?
Is it safe to be honest?
How will I get my needs met?

Task: Organize for Effective Action; Use
Conflict to Reinforce Norms, Trust, Belonging.
Keep mission and member goals in mind.
Scan group for cues and evolving norms.
Check occasionally on feelings and wants.
Provide for different learning styles.
When conflict occurs:
Avoid Defensiveness. Listen well, restate.
Voice your concern in an I-message.
Call attention to the process--it will change.
Change structure as needed (time, tasks,
exercises, small groups, etc.)
Move physically or verbally as needed.

Affection/Function
(Performing)

Attention to Task Performance
Are we making progress?
Are we using the time well?
Are we satisfied with the product?
Attend to evolving needs and modify
norms if necessary.

Keep mission and priorities in mind.
Model desired behaviors.
Stay current with group feelings and wants;
use knowledge of group to reduce frustrations.
Transfer leadership & responsibility to group
as much as possible.

Closure/Leave-taking

Separation; Transition; Independent
Tasks
Did we really accomplish anything?
What happens now?
Did I really matter?
How do I let this go?

Task: Complete Mission; Prepare for Separation,
Transition, Appreciation
People withdraw before the "end"-be ready.
Be intentional about closure (time, date).
Structure format of product presentation.
Assign transition tasks.
Next meeting: allow transition time and
re-inclusion.

PROBLEM PARTICIPANT PROFILE

WC RLA minutes
March 21 - 26
Sacramento, California
Attachment T
Page 12 of 30

TYPE	CHARACTERISTICS	INTERVENTIONS
Know-It-All	<p>has a "war story" for every occasion</p> <p>has tried everything before and is pessimistic about it all</p>	<p>Establish in ground rules that "war stories" must be limited.</p> <p>Set a time limit for telling both the story and how it relates to the group task.</p> <p>Ask him/her to analyze what happened in these previous experiences in light of what the group is discussing now.</p>
Big Mouth	<p>non-stop talker</p> <p>rambles on until everybody, including him/her, forgets what the original point was</p>	<p>Interrupt tactfully and summarize the main points; then move on to the next topic.</p> <p>Ask him/her (or another participant) to summarize; then move to next topic.</p> <p>Ask him/her to relate the comments specifically to the topic under discussion.</p>
Fawn	<p>shy, quiet, doesn't talk much</p> <p>has to be drawn into discussion</p> <p>may lack confidence - avoids eye contact, speaks softly</p>	<p>Ask specific questions to get input.</p> <p>Direct questions to this participant to get involvement.</p> <p>Maintain eye contact, ask others to direct attention to shy person when he/she is speaking.</p> <p>Ask opinion of how to apply information.</p>

TYPE

CHARACTERISTICS

INTERVENTIONS

Opponent

challenges everything

always has an exception for every situation

carries on side conversations

makes "editorial" comments on the facilitator's remarks

Seek a point of agreement to weaken the argument.

Ask him/her to explain how that perspective relates to the topic under discussion.

Physically move behind him/her to focus the group on the "problem area."

Ask him/her to share the comments with the group.

Thickskinned

never sees the "other" side

is not interested in the topic under discussion

is bored/angry about being in group

Appeal to his/her knowledge and experience.

Ask how he/she would apply the information under discussion.

Draw him/her into discussion by appeals to prior experience.

Snob

feels he/she is more experienced, educated, knowledgeable than others

Ask for input/ideas based on knowledge and experience.

Sly Fox

has knowledge/experience in topic under discussion, possibly in facilitating also

wants to be the "star" to his/her peers

Ask for input based on his/her knowledge/experience.

Ask for assistance with group facilitation.

TYPE	CHARACTERISTICS	INTERVENTIONS
Sly Fox (continued)	<p>vies with the trainer for "control" of the class</p> <p>tries to "set up" the trainer by asking questions he/she believes the trainer cannot answer</p>	<p>Maintain control through: fairness, consistency, respect for all participants.</p> <p>Admit when you do not know the answer to a participant's question and volunteer to help the participant find the answer.</p>

Additional notes:

- Consider regrouping in smaller numbers (e.g., pairs, dyads) for some parts of the task if your group is persistently dominated by one or two members. Smaller groups can summarize their findings.
- Do regular "process" checks to see how group feels about how the task is being accomplished. Without blaming, identify process problems and ask group for suggestions to resolve them.

STUDENT SUCCESS STRATEGIES

February 1988

FACILITATORS' GUIDE

Part II: Small Group Decision Making

developed and presented by Vicki Willis and Connie Green

Note: These materials have been compiled from a variety of sources and are used in organizational development activities and training at Chemeketa Community College. In particular, we are indebted to Vernon S. C. Ho, who has served as a consultant to Chemeketa's organizational development effort. We are making them available to facilitator volunteers for use at the Student Success Strategies conference. We hope they will be informative and helpful.

GENERAL GUIDELINES FOR PROBLEM SOLVING

PHASE	<u>VARIOUS TECHNIQUES</u>	<u>POTENTIAL PROBLEMS</u>
A. <u>DEFINE THE PROBLEM</u> 1. Generate problem list 2. Select a problem 3. Share perceptions about the problem 4. Clarify perceptions	* Brainstorming * Criteria rating * Straight ranking * Weighted ranking * Voting * Consensus * STP analysis	Perceptions not fully shared enough to get understanding of the problem No agreement on the goal or target situation Difference between current situation and target situation not clearly identified in problem statement Problem statement is worded with given solution in mind
B. <u>ANALYZE THE PROBLEM</u> 1. Identify contributing forces and causes 2. Gather data on the forces and causes 3. Review the accumulated data 4. Decide which forces and causes to address first 5. Summarize the results	* Cause and Effect diagram * Force-field analysis * Data gathering * Data summarization- Pareto diagram, graphing	Failure to look at all the possible causes Failure to consider all the possible barriers Inadequate data collection Misreading data collected
C. <u>CREATE SOLUTIONS</u> 1. Generate solutions 2. Identify constraints 3. Remove solutions that violate constraints 4. Gather data on the remaining solutions	* Brainstorming * Census * Data gathering	Failure to identify all possible solutions Choosing "favorite" solution and failing to fully consider other solutions Evaluating solutions before all solutions have been generated Failure to identify all the constraints
D. <u>SELECT THE SOLUTION</u> 1. Establish criteria 2. Evaluate all solutions 3. Choose the best solution	* Criteria rating * Consensus * Straight ranking * Weighted ranking	Failure to obtain agreement on criteria Individuals force their preference on the group Feedback from management or other sources not solicited for feasibility

PHASE

VARIOUS TECHNIQUES

POTENTIAL PROBLEMS

E. IMPLEMENT THE SOLUTION

1. Identify the forces
2. Prepare an action plan
3. Develop a system for tracking
4. Design evaluation
5. Implement the solution

- * Force-field analysis
- * Action planning
- * Brainstorming

Implementation plan not specific enough
Failure to develop tracking system

F. EVALUATE SOLUTION

1. Assess success
2. Revise solution

- * Data gathering

Lack of systematic evaluation procedure

Failure to modify solution to experience

* * * * *

PROBLEM DEFINITION

Identifying a problem is the most critical phase of problem solving. It is the foundation for the problem-solving process.

The team define the problem by:

- A. LISTENING WITH AN OPEN MIND
- B. STATE THE PROBLEM IN OBSERVATIONAL TERMS
- C. RELATE THE PROBLEM TO DESIRED OBJECTIVES\
- D. USE OBJECTIVE CRITERIA

Examples of vague problem statements:

- 1. The baby is hungry.
- 2. I didn't get enough sleep.
- 3. Why can't you get to work on time?
- 4. Lack of gasoline.

Examples of specific problem statements:

- 1. The baby is crying.
- 2. I am tired.
- 3. You are late for work.
- 4. The car will not start.

Re-write the following work related problem statements so they are more specific:

- 1. We need another terminal.
- 2. We need to hire another employee.
- 3. File clerks aren't doing their jobs.
- 4. We have a communication problem.

BRAINSTORMING

A common technique for expansive thinking is Brainstorming. It is effective and widely used. The general ground rules:

- a. Creative ideas are encouraged
- b. Evaluation and criticism is withheld until all ideas are listed
- c. Emphasis is on quantity rather than quality of ideas
- d. Hitch-hiking or linking of ideas is encouraged

The four types of Brainstorming:

1) SILENT

Group members take a few minutes to write their own ideas on a card or sheet of paper. They then share them with the group.

2) STRUCTURED

The facilitator asks each member of the group for his or her idea and records it on a flip-chart. When a group member has no more ideas on the topic, he/she passes.

3) UNSTRUCTURED

The facilitator asks the group to give ideas. People respond as they have ideas. All ideas are listed on the flip-chart.

4) IMAGERY

This type of brainstorming encourages using the right side of the brain. Group members are asked to imagine themselves in a certain setting or doing a specific action. They can then continue to develop the images they see. Later they can share their ideas with the group.

Another application is for the group to brainstorm different uses for a common object such as a chair or paper clip. Once these ideas are listed, the group can categorize these ideas and relate them to their current topic.

Brainstorming is a way for us to balance our thinking by stimulating more creative ideas. It is especially useful in the Expansive Phase of decision-making.

FORCE FIELD ANALYSIS

PURPOSE

This analytical technique helps a group to see what forces are acting on their identified issue. Once they can see the driving and restraining forces, they are in a better position to determine which ones to analyze further and what solutions would be most successful.

HOW IT WORKS

First, the team needs to identify its target. What does it want to accomplish? What is the desired outcome?

Next it brainstorms all the current driving forces which will push to make the stated target a reality.

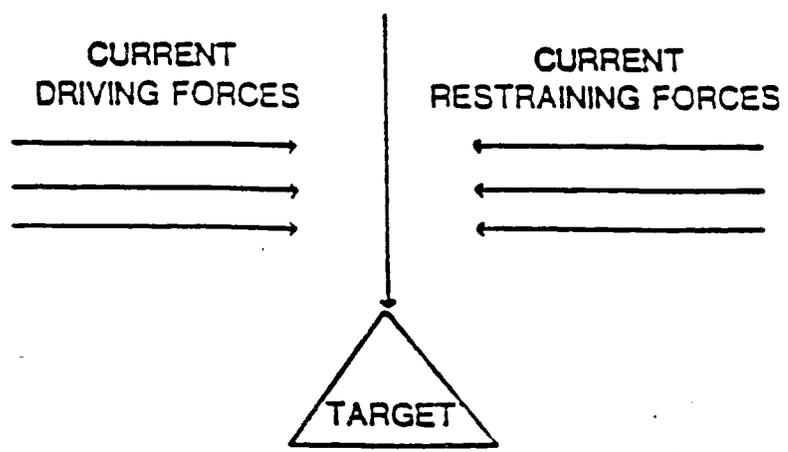
Then it brainstorms all the current restraining forces which will keep the stated target from becoming a reality.

Look at the entire Force Field Chart. Determine whether the teams energy should be spent on enhancing major driving forces or removing major restraining forces.

Once the team has selected the area it wants to focus on, it will need to select the forces they see as most critical. They can then verify the accuracy of their perceptions.

At this point, the team may want to use the Ishikawa Diagram to determine the causes of the force (effect), or the Pareto Diagram to study data gathered on the force selected, or STP to explore proposals to reach the desired target.

FORCE FIELD ANALYSIS



S

T

P

SITUATION

TARGET

PLAN/PROPOSAL/PATH

WHAT IS

WHAT OUGHT
TO BE

HOW TO GET WHERE YOU
WANT TO BE

REAL

IDEAL

STRATEGY

IS

OUGHT

METHOD

CURRENT
CONDITIONS

GOAL/OBJECTIVE

SOLUTION

CURRENT STATE

IDEAL STATE

WAY

PAST &
PRESENT

FUTURE

TACTICS

BEGINNING

END

MEANS

STARTING
POINT

DESIRED
RESULT

PROBLEM

WANTS

DEVICE

BARRIERS

DESIRES

PROGRAM

HINDRANCES

VISION

ANSWER

CAUSES

MISSION

PURPOSE

WHY THIS PROCESS?

1. IT SEPARATES PROBLEM DEFINITION FROM SOLUTION GENERATION. IT HELPS TO PREVENT PUTTING ENERGY INTO SOLVING A PROBLEM THAT DOES NOT EXIST.
2. IT HELPS TO MAKE SURE THAT THE PROBLEM IS SEEN IN THE SAME WAY BY ALL GROUP MEMBERS.
3. IT STIMULATES CREATIVITY IN CONSIDERING SOLUTIONS BY SEPARATING IDEALIZED TARGETS FROM THE CONSTRAINTS OF WORKABLE PROPOSALS.
4. IT TAPS INTO THE DYNAMIC QUALITY OF GROUPS WHICH CAN EXCEED THE ABILITIES OF ALL OF THE INDIVIDUALS IN THE GROUP.
5. IT PROVIDES A SIMPLE, EASY TO LEARN STRUCTURE WHICH FACILITATES GROUP INTERACTION.

STP PROBLEM-SOLVING

S

1. SITUATION: THE WAY THINGS ARE NOW. INCLUDING:

- FACTS
- OPINIONS
- OBSERVATIONS
- QUANTIFIABLE DATA
- DISCRIPTIONS

T

2. TARGET: WHAT IS DESIRED. IDEALIZED FUTURE STATE.

TARGET STATEMENTS MAY LOOK LIKE:

- GOALS
- AIMS
- ENDS
- OBJECTIVES

P

3. PROPOSALS: WHAT THE GROUP CAN DO TO GET FROM THE CURRENT SITUATION TO THE TARGET. THIS MIGHT INCLUDE:

- PLANS
- STRATEGIES
- PROPOSALS
- MEANS

DEFINING THE PROBLEM

THE MOST CRITICAL PHASE IN THE STP PROCESS IS THE
DEFINITION OF THE PROBLEM!!!

DON'T CONFUSE THE PROBLEM WITH AN ASSUMPTION ABOUT
THE BEST WAY TO SOLVE IT!!!

BE AS DESCRIPTIVE AND SPECIFIC AS POSSIBLE IN DEFINING
THE CURRENT SITUATION!!!

- WHAT DOES IT LOOK LIKE?
- WHAT IS HAPPENING NOW?

EXAMINE AVAILABLE DATA TO DETERMINE THE BEST WAY TO STATE
THE CURRENT SITUATION.

STATE THE CURRENT SITUATION IN A WAY THAT IS AGREEABLE
TO ALL GROUP MEMBERS.

BE OBJECTIVE WHEN POSSIBLE, BUT DON'T EXCLUDE PERSONAL
OPINIONS; THEY ARE DATA, TOO!! THE MORE STRONG THE GROUP
CONSENSUS ON SUBJECTIVE ISSUES, THE MORE POWERFUL THE DATA.

ENVISIONING THE TARGET

1. BE CREATIVE!!!
2. DON'T CONSIDER RESTRAINTS AT THIS PHASE!!!
3. GENERATE AS MANY IDEAS AS POSSIBLE!!!
4. STATE TARGETS IN TERMS OF AN END STATE, NOT A MEANS OF ARRIVING AT THAT STATE!!!
5. DON'T SPEND TIME EVALUATING TARGETS, JUST GET THE IDEAS DOWN!!!
6. ANSWER QUESTIONS LIKE:
 - WHAT WOULD IT LOOK LIKE?
 - HOW WOULD IT WORK?
 - HOW WOULD IT BE DIFFERENT FROM THE CURRENT SITUATION?

DEVELOPING PROPOSALS

1. EVALUATE TARGET SITUATIONS IN TERMS OF THE DEGREE TO WHICH THE PROBLEM IN THE STATEMENT OF THE CURRENT SITUATION HAS BEEN ADDRESSED.
2. PRIORITIZE TARGETS IN TERMS OF WHICH BEST DEALS WITH THE PROBLEM IN THE CURRENT SITUATION.
3. BRAINSTORM POSSIBLE PROCESSES FOR GETTING FROM CURRENT SITUATION TO TARGET.
4. IDENTIFY FORCES WHICH MIGHT HELP OR HINDER EACH PROCESS PROPOSAL IF IT WERE IMPLEMENTED.
5. IDENTIFY PROCESSES WITH GREATEST POSSIBILITY OF SUCCESS WHICH WOULD LEAD TO THE TARGET SITUATION.
6. PRIORITIZE PROPOSALS BASED ON CHANCES OF SUCCESS AND ABILITY TO ADDRESS THE PROBLEM (MOVE US FROM THE CURRENT SITUATION TO THE TARGET SITUATION).

STP WORKSHEET

SITUATION	IDENTIFY PROBLEM AREA
	DEFINE SITUATION
	IDENTIFY CAUSES
TARGET	IDENTIFY TARGETS/ GOALS/OBJECTIVES
PROPOSAL/PLAN	IDENTIFY ALTERNATIVE SOLUTIONS
	EVALUATE SOLUTIONS
	IDENTIFY ACTION PLANS: <u>WHO</u> DOES <u>WHAT</u> BY <u>WHEN</u>

ACTION PLAN

PURPOSE

Once your group has selected a solution, it should develop a plan of implementation, or an action plan.

This plan clearly defines what is to be done, when, how, who is to do what, and the time line for completion. It will form the basic framework for you to keep track of your progress, and can serve as a basis for your presentation.

COMPONENTS OF AN ACTION PLAN

1. DESIRED OUTCOME
 - a. Describe the desired outcome; what does it look like?
2. NECESSARY ACTIONS
 - a. Identify specific behavior to produce the desired outcomes.
3. PERSON RESPONSIBLE
 - a. List responsible person or group for coordinating the specified action. Include a flow chart to track who should be picking up the ball next.
4. SCHEDULE
 - a. Establish a monthly time line, or a time line that is based on when the critical outcomes are expected.
5. PROGRESS CHECK/EVALUATION
 - a. Did we solve the problem?
 - b. How do we know?
 - c. Refer to previous data collection.
6. NECESSARY RESOURCES REQUIRED
 - a. Identify resources required, and the results that are expected for each outlay.

Vern Ho and Associates
10/21/87

WESTERN COLLEGE READING AND LEARNING ASSOCIATION
Plenary Session
March 24, 1988 - Sacramento

Issue or
Topic: _____

Names of WCRLA members participating in the group:

Summary of discussion:

Recommended action:

Thank-you from the WCRLA Board of Directors, 1987-1988

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

A PROPOSAL

"RECOMMENDATIONS FOR NATIONAL TUTOR CERTIFICATION"

PRESENTED
BY

TOM GIER

PEER TUTORING SIG LEADER
UNIVERSITY OF ALASKA ANCHORAGE
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99508-4670

RECEIVED MAR 23 1988

A BRIEF BACKGROUND

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of The Tutoring Exchange. Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from club members has led to the three page document titled "Recommendations For National Tutor Certification." (See attachment.)

RECOMMENDATIONS

After having spent two years working on the attached proposal, I believe that the WCRLA Board should take one of the following two actions concerning establishing national tutor certification through WCRLA:

1) form a committee headed by a Board member to examine any issues and ramifications that the Board believes that this recommendation does not address or address adequately;

or

2) table the recommendation until a future date.

In my opinion, after having worked with numerous tutoring experts from around the country and having researched what little had been done in this area of national tutor certification in the past, I firmly believe that this recommendation is a very viable base from which to build a national tutor certification program. If the Board chooses to form a committee to continue to work on this proposal I would be willing to volunteer my services.

RECOMMENDATIONS FOR NATIONAL TUTOR CERTIFICATION

I. REGULAR/LEVEL 1

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Ten hours of tutor training
2. a quarter/semester tutor training course
3. a quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Definition of tutoring and tutor responsibilities
2. Techniques for successfully beginning and ending a tutor session
3. Some basic Tutoring Do's
 - a. Do give the client/tutee your undivided attention
 - b. Do comment positively on the client/tutee' progress/work
 - c. Do get the client/tutee involved as much as possible in the decision making aspects of the session
 - d. etc.
4. Some basic Tutoring Don'ts
 - a. Don't do the client/tutee's work
 - b. Don't "fake" answer if you don't know
 - c. Don't monopolize the conversation; listen as well as talk
 - d. etc.
5. Role Playing
6. Setting Goals/Planning
7. Communication Skills
8. Referral Skills
9. Study Skills
10. Critical Thinking Skills
11. Compliance with the Ethics and Philosophy of Tutor Training Program

D. AMOUNT OF TUTORING

25 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

II. ADVANCED/LEVEL 2

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Twenty hours of tutor training
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Cultural Awareness
2. Learning Styles
3. Tutoring in specific skill/subject areas
4. Training in the Socratic Method
5. Record Keeping/Documentation
6. Review of tutor training areas from Level 1, part C
7. etc.

D. AMOUNT OF TUTORING

50 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

III. MASTER/LEVEL 3

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Fifty hours of tutor training
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Assertiveness training
2. How to tutor/deal with Target Populations
3. How to administer and interpret a Learning Style Inventory
4. Training and supervising other tutors (supervisory skills)
5. Group management skills
 - a. group interaction
 - b. group dynamics
6. Review of tutor training areas from Level 1, part C
7. etc.

D. AMOUNT OF TUTORING

100 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

PURPOSE and PROCEDURES

The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from a nationally recognized group, WCRLA, or from a joint group, WCRLA/ACCTLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful. How would this certification work?

Once the standards and requirements are established and approved by the appropriate board(s), then the following steps need to be taken by any institution that wants to issue tutoring certificates:

- 1) designate one individual per institution who will act as liaison between the WCRLA, or WCRLA/ACCTLA, Tutoring Certification Committee and that institution;
- 2) the designated individual will then provide documentation concerning how his/her institution's tutor training meets the training criteria outlined by the Tutoring Certification Committee;
- 3) the documentation concerning an institution's tutor training will remain on file with the Tutoring Certification Committee; and
- 4) once the Tutoring Certification Committee has certified an institution and designated an individual who will act as liaison, then the appropriate number and type of tutoring certificates will be issued to that institution.

WESTERN COLLEGE READING
and
LEARNING ASSOCIATION

**"SPECIAL INTEREST GROUP
COORDINATOR'S ANNUAL REPORT:
1987-88"**

by

TOM GIER
SPECIAL INTEREST GROUP COORDINATOR
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99500-4670

RECEIVED MAR 23 1988

The following is a current listing of the eight active SIGs, their leaders, and mailing addresses as of 1 March 1988.

COGNITIVE PSYCHOLOGY

Pat Mulcahy
Center for Research
in Human Learning
Elliott 318
University of Minnesota
Minneapolis, MN 55455

COMPUTER TECHNOLOGY

Bill Broderick
32405 Windsong Rd
Wildomar, CA 92395

CRITICAL THINKING AND PROBLEM SOLVING

Jerry Fishman
English Department
Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822

HISPANIC ASSISTANCE

Manuel Olgin
Learning Assistance Center
California State University, Fresno
Fresno, CA 93740

LEARNING ASSISTANCE CENTER MANAGEMENT

Deborah Weaver
North Lake College
5001 N. MacArthur Blvd
Irving, Texas 75038

LEARNING DISABLED STUDENT

Mary Lee Taylor
Amarillo College
Box 447
Amarillo, Texas 79178

PEER TUTORING

Tom Gier
The Learning Center, Bldg B
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99508-4670

EVALUATION/RESEARCH

Carol Walvekar
Special Services Coordinator
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998

BRIEF SUMMARY OF 1987 SIG ACTIVITIES

1. NEW SIGs:
 - EVALUATION/RESEARCH

2. SIGs THAT WENT INACTIVE:
 - ADVANCED READING

 - ENGLISH AS A SECOND LANGUAGE

 - ORGANIZATIONAL DEVELOPMENT

3. CHANGES IN SIG LEADERSHIP:
 - BILL BRODERICK became new SIG leader for COMPUTER TECHNOLOGY

 - DEBORAH WEAVER became new SIG leader for LEARNING ASSISTANCE CENTER MANAGEMENT

 - MARY LEE TAYLOR became new SIG leader for LEARNING DISABLED STUDENT

4. SOMETHING NEW FOR THE SIGs IN SACRAMENTO:
 - a SIG Hospitality room.

5. FUTURE PLANS FOR THE SIGs/SIG Coordinator:
 - to continue to sponsor and assist in presenting institutes and presentations during the 1989 conference;

 - to continue to add new SIGs to meet the needs of WCRLA members;

 - to continue to disband SIGs when they have "run their course;" in other words, to allow these SIGs to become officially inactive; and

 - to respond to the needs of the WCRLA Board and membership.

TO: ESL Special Interest Group Members

FROM: Roberta Delaney, ESL Chairman, 1986/87 Conference Year
Glendale Community College
6000 W. Olive Ave.
Glendale, AZ 85302

It is customary for the SIG memberships and SIG chairmanships to run from conference to conference. As I said at the last Conference in March, 1987, I was happy to be chairman for the 1986/87 Conference year but cannot do it for the 1987/88 Conference year. At the Conference I asked for volunteers for Chair and also sent out a letter asking for someone to be Chair. Nobody volunteered so we have been pretty inactive, as you will have noticed.

I'm sure that different groups come and go and it sounds like this particular SIG group should be put on hold for this Conference. There are many people that have expressed interest in joining and exchanging information, so I'm sure that someone will step forward at the 1988 Conference and be willing to take on the job of Chairman.

I'm sending the checks I have received and the remaining bank balance to Tom Gier, the new SIG Groups Coordinator. His address is The Learning Center, Anchorage Community College, 2533 Providence Avenue, Anchorage, Alaska 99508-4670. He can hold on to your checks and consider you paid up for the 1988/89 dues, or return them at the Conference, whichever you prefer.

If anyone changes their mind and is thinking of volunteering at this late date, being SIG Chair involves 2 things:

1. Plan this year's information exchange. The suggestion for this year was a round-robin newsletter.
2. Take part in the SIG plans for the Conference at Sacramento.

Contact Tom Gier at the address above if you are willing to be Chair now, or at a later date.

I hope to see you at the Conference. It sounds great.

*no luck
Tom -
maybe next year!*

ESL SIG MEMBERSHIP 1987/88

Sharon Steeber
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405

Valvekar, Carol
El Paso Community College
P.O. Box 20500
Valle Verde Campus
El Paso, TX 79999

Mary Ann Sanidad
EOP
San Jose State Univ.
San Jose, CA 95192

Sylvia Bowman, Ph.D.
Director, Academic Support
University of Houston
One Main St. Houston, Texas 77002

Jeanette Hosek
University of Nebraska
Eppley 117
Omaha, Nebraska 68182

Ann Johns
Academic Skills and Linguistics
San Diego State University
San Diego, CA 92182

Carol R.T. Wills
College of San Mateo
2825 Juniper St.
San Mateo, CA 944032

ESL SIG

Disburse
 date

Bills

1	✓ Ann Fulcrum	7/10/85	3.00			
2	✓ Susan - [unclear]	7/10/85	3.00			
3	✓ [unclear] Ludeke	7/10/85	3.00			
4						
5	Dis. mailing			540 (Printings to W.M.C.)		
6				1716 (781 st class stamps)	-816	
7	✓ Joanne Holladay	10/25	3.00		-516	
8	✓ Wm E Campbell	10/28	3.00		-216	
9	✓ [unclear] Teter	11/4	3.00		84	
10	✓ [unclear]			(CK#187 USNB of Oregon)		
11	✓ [unclear]			(CK#1794, 1 st Ed. Lincoln)		
12	✓ Ann Johns	11/22	3.00	(CK#5849 San Diego T+S Bank, WCRLA payee)	984	
13	✓ [unclear] visit	12/11	3.00	(CK#2776 Greely Natl Bank) CK returned 11/17	1234 700	
14	✓ Sharon Steeber	1/21	3.00	CK#665 - Bank 1, Columbus Oh. 43271)	1584	
15	✓ Karen Stock	2/14	3.00	(PO#11056 MUC direct payee) (5011 - fields)	-462	
16				21 stamps at 22¢ (3/1/86)	1112	
17					<u>1422</u>	
18	Deb Weaver		3.00	paid in cash 10/15/85		
19						
20	Pd. 9 members (3/21-25 during post conf.) @ \$3.00 ea				24.00	38.22
21	Post-conf. mailing: 30 copies, 3 orig = \$11.14					
22	26 stamps @ 22¢ = 5.72					
23						
24				16.86	21.36	
25	6/10/86 Alpha Graphics			9.80	11.56	
26	6/10/86 Postage			4.84	6.72	
27	6/10 Dues - Steeber	300			9.72	
28	6/30 Dues - Johns	300			12.72	
29	8 25 Dues - Goshke	300			15.72	
30	8 25 Dues - Kengefeld	300			18.72	
31	8 30 Photocopy			2.00	16.72	
32	8 30 Postage			3.52	13.20	
33	8 30 Envelopes			2.00	11.20	
34	9 15 Dues - Brown	300			14.20	
35	4/20/87 Photocopy - 29 copies - 10¢/copy			2.90	11.30	
36	4/20 Stamps 29			6.38	4.92	
37	4/20/87 envelopes -			1.00	3.92	
38	10/1/87 stamps - 7			1.54	2.38	
39	10/1/87 envelopes -			5.00	1.28	
40						

**1988-89
SPECIAL
INTEREST
GROUP
LEADER
PACKET**

RECEIVED MAR 23 1988

WCRLA SPECIAL INTEREST GROUP GUIDELINES
1988-1989

DIRECTIONS: Please complete this form and return to Tom Oier, SIO Coordinator, The Learning Center, Bldg B, University of Alaska Anchorage, 2533 Providence Avenue, Anchorage, Alaska 99508-4670. The collected guidelines will be sent to the WCRLA Secretary for submission to the Executive Board at the July meeting.

DEADLINE: JUNE 15, 1988

Special Interest Group Name: _____

1988-89 SIO LEADER: _____

NAME

ADDRESS

() _____
Work Phone

() _____
Home Phone

Special Interest Group Purpose:

Goals for 1988-89:

Proposed Activities for 1988-89:

Amount of money to be collected from membership:
(\$3.00 per member is recommended)

\$_____

Please attach a membership list.

SIG Leader

Date

SIG Coordinator

Date

WCRLA FUNDING REQUEST

WCRLA MINUTES
March 21-26
Sacramento, CA
Attachment W
page 4 of 5

Name of Committee/SIG/task force, etc. _____

Total amount of request _____

Date needed _____

Funds to cover from _____ to _____

Statement of purpose for funding request _____

Attach additional explanation if necessary.

Itemize projected expenses and timeline:

ITEM

AMOUNT

DATE

Name _____

Mailing Address _____

Day Phone () _____ Home Phone () _____

Please Note: The budget for WCRLA is approved by the Board of Directors each year at the Summer Board meeting. Funding requests should be submitted to the President by June 30th to be considered for inclusion in the 1988-89 budget.

Duties of the SIG Leader

April-July

1. If possible, submit a brief article concerning your SIG to the Summer issue of the WCRLA Newsletter, deadline May 1st.
2. Complete the "WCRLA Special Interest Group Guidelines." Send a copy of this to the SIG Coordinator by June 15th. The SIG Coordinator will sign it, return a copy to you, and forward a copy to the Executive Board Secretary of WCRLA.
3. If you are requesting funds for your SIG, then fill out and submit a "WCRLA Funding Request" to the WCRLA President by June 30th.
4. Write to the new President-Elect to relate your SIG's plans for next year's conference. Include desired meeting places and times, special equipment needs, sectional or institute plans, extra activities, etc.
5. If possible, submit a brief article concerning your SIG to the Fall issue of the WCRLA Newsletter, deadline July 31st.

August-December

1. Write to all members in your SIG. Include a membership list and some item of interest to your members. Encourage an exchange of expertise.
2. Write to the President-Elect to confirm conference plans.
3. If possible, submit a brief article concerning your SIG to the Winter issue of the WCRLA Newsletter, deadline Oct 1st.

January-March

1. If possible, submit a brief article concerning your SIG to the Spring issue of the WCRLA Newsletter, deadline Jan 5th.
2. Make final arrangements for the conference.
3. Write to all SIG members to tell them the finalized conference arrangements, appropriate materials you would like them to bring, sectionals and institutes which are of mutual interest.
4. If you cannot attend the conference and/or continue as SIG Leader, contact another SIG member who will attend the conference. Explain in detail to this person what the SIG leader will have to do at the conference and then have this person take over the Leader's conference responsibilities. Please immediately notify the SIG Coordinator and the President-Elect of this change.

Conference

Attend all your SIG's meetings to facilitate the discussion. Have an appropriate agenda including an activity, which will benefit all members, and revised goals.

FINAL COMMENTS

1. These tasks are the minimum responsibilities which a SIG leader performs when he or she accepts the position. Leaders are encouraged to arrange for speakers or hold information booths, contribute to the WCRLA Newsletter, encourage quarterly SIG newsletters, publish articles, hold mini-conferences, exchange expertise with other professional organizations, and/or perform any other appropriate functions to serve the SIG's.
2. If at any time during the year you are unable to continue as SIG leader please:
a) find a replacement; and b) notify the SIG Coordinator.
3. Please send a copy of all SIG correspondence to the SIG Coordinator.

WESTERN COLLEGE READING
and
LEARNING ASSOCIATION

PEER TUTORING S.I.G.
ANNUAL REPORT: 1987-1988

by

TOM GIER

PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99508-4670

As group leader of the PEER TUTORING SPECIAL INTEREST GROUP I have two main goals: 1) to improve all aspects of tutoring through the exchange of tutoring ideas, techniques, theories, etc. between professionals; and 2) to allow as many professional educators as possible, in all parts of the United States and Canada, to become aware of WCRLA. These two goals are why this SIG does not charge any fee. The PEER TUTORING SIG wants to continue to draw from as large a field of professional educators as possible.

This SIG has grown in just three short years from the original dozen members at the Denver conference to 348 professional educators in 43 states, 5 Canadian provinces, Hong Kong, New Zealand, and Puerto Rico.

The following is a summary of various S.I.G. activities for 1987-88.

1. MEMBERSHIP

Currently, there are 348 members.

2. GROWTH

Membership has grown from 12 (March '85) to 348 (March '88.)

3. FUNDS

No funds were requested from WCRLA nor were any dues charged S.I.G. members. S.I.G. expenditures for mailing, photocopying, brochures, etc. were either provided by my division at University of Alaska Anchorage or by myself.

4. ACTIVITIES

Breakfast Meetings at the Albuquerque and Sacramento conferences.

Business Meetings at the Albuquerque and Sacramento conferences.

Institute presentations : presented "Tutor Training: Techniques That Really Work" at the Albuquerque conference and will present two institutes titled "Tutor Training: *More* Techniques That Really Work" at the Sacramento conference.

Two members of the PEER TUTORING SIG, Karen Hancock and Tom Gier, made a presentation at the The National Council For Staff, Program & Organizational Development in New Orleans, November 1-4, 1987. The presentation was titled: "Communication...Awareness...and You." Tom Gier presented at the ACCTLA conference in San Fransico, November 5-6, 1987; the title of his presentation was "Tutor Certification."

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter , "The Tutoring Exchange," as of March 1988, is being mailed to 348 professional educators in 43 states, 5 Canadian provinces, Hong Kong, New Zealand, and Puerto Rico.

6. MISC.

"The Tutoring Exchange" acts as a clearinghouse for tutor ideas, techniques, research, etc. between WCRLA members. Through the "The Tutoring Exchange" members have received free a new tutor book, information concerning training, recruiting, evaluation, etc. of tutors, and what other WCRLA members are doing in regards to tutoring at their own colleges and universities.

7. GOALS

- 1) continued exchange of ideas through the "The Tutoring Exchange" and
- 2) presentation at the 1989 conference of a sectional and/or institute.

8. ENCLOSURES

- "The Tutoring Exchange" mailing list by state, province, etc.
- "The Tutoring Exchange" Vol. 4, #2, the latest issue.

PEER TUTORING S.L.G./THE TUTORING EXCHANGE COUNT
(1 MARCH 1988: 348)

	<u>STATES</u>	<u>NUMBER</u>
1.	ALABAMA	3
2.	ALASKA	28
3.	ARIZONA	16
4.	ARKANSAS	1
5.	CALIFORNIA	87
6.	COLORADO	10
7.	CONNECTICUT	1
8.	DELAWARE	1
9.	FLORIDA	6
10.	GEORGIA	1
11.	HAWAII	2
12.	IDAHO	5
13.	ILLINOIS	7
14.	INDIANA	3
15.	IOWA	4
16.	KANSAS	2
17.	KENTUCKY	8
18.	LOUISIANA	6
19.	MARYLAND	3
20.	MASSACHUSETTS	3
21.	MICHIGAN	2
22.	MINNESOTA	1
23.	MISSISSIPPI	2
24.	MISSOURI	4
25.	MONTANA	4
26.	NEBRASKA	4
27.	NEVADA	2
28.	NEW JERSEY	8
29.	NEW MEXICO	11
30.	NEW YORK	11
31.	NORTH CAROLINA	10
32.	OHIO	5
33.	OREGON	9
34.	PENNSYLVANIA	5
35.	RHODE ISLAND	1
36.	SOUTH CAROLINA	5
37.	TENNESSEE	8
38.	TEXAS	26
39.	UTAH	5
40.	VIRGINIA	3
41.	WASHINGTON	1
42.	WISCONSIN	1
43.	WYOMING	8

CANADIAN PROVINCES:

1.	ALBERTA	8
2.	BRITISH COLUMBIA	1
3.	ONTARIO	1
4.	QUEBEC	1
5.	YUKON	1

OTHERS:

	HONG KONG	1
	NEW ZEALAND	1
	PUERTO RICO	1

THE TUTORING EXCHANGE

A PUBLICATION OF THE
WESTERN COLLEGE READING & LEARNING ASSOCIATION'S
PEER TUTORING SPECIAL INTEREST GROUP

VOLUME 4

SPRING 1988

NUMBER 2

IN THIS ISSUE

Welcome to the Spring 1988 issue of THE TUTORING EXCHANGE. We hope you enjoy this issue's articles, ideas, forms, etc.

Karan Hancock & Tom Gier, Editors

- | | |
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| P6 1: CONFERENCE HIGHLIGHTS | P6 8: TUTOR EVALUATION - GREGORIO |
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| P6 6: IRRATIONAL BELIEFS - CARPENTER | P6 10: DOCTORAL PROGRAM IN DEV ED |

News CONFERENCE UPDATE

The 1988 WCRLA Conference is almost here; it is scheduled to be held in Sacramento from March 23-26. The Conference theme is "Evaluation -- Essential for Excellence." The PEER TUTORING SIG will present a three hour tutor training institute on Wednesday, March 23rd from 1:30 - 4:30 PM and again on Saturday, March 26th from 2:00 - 5:00 PM. In addition to this institute the PEER TUTORING SIG is planning to hold both a breakfast meeting, Thursday, March 24th, from 7:00 - 8:15 AM, and a business meeting. Also, there will be a special Hospitality Room for the Special Interest Groups this year. The Hospitality Room will enable members from the various SIGs to display information and materials. PEER TUTORING SIG members are encouraged to bring any and all kinds of tutoring materials to display and share. See you in Sacramento.

CONFERENCE HIGHLIGHTS

The following list is representative of the presentations to be given at the WCRLA Sacramento Conference. This list originally appeared in the Winter 1987 "WCRLA NEWSLETTER."

Learning Assistance

- The Design and Evaluation of a Postbaccalaureate Program for Pre-Medical Students
- Why the Adjunct Course Works
- The "Institutionalization" of a Learning Center
- Learning Assistance Center Management: Evaluating Our Current Status

Developmental Education

- Strategies for Learning: A Model for Adjunct Study -Skills Instruction
- Strategic Learning System: A Program for Enhancing Student Success
- Helping Students Through the Exam Analysis

Reading

- Literature Studies in College Reading? How Come? How To?
- Reading Literature: How-and Why-to Make It Part of Your Advanced Reading Course
- A Strategy for Studying Narrative Text-An Overlooked Student Concern

Writing

- The Process of Reading and Rating Student Writing
- Critique, Confer, Revise: A Writing Evaluation Process

Tutoring

- Peer Counselors-Recruiting, Selecting, Training, and Evaluating
- Peer Tutors as Learning Consultants

Computer Technology

- An Expert Computer System for Learning Center Management
- The Use of Interactive Computer Programs to Help Students Transfer Basic Skills to College-Level Courses

TUTORING TIPS & IDEAS TO SHARE

All those who receive this newsletter are invited to submit whatever items concerning tutoring they would like to share with their fellow professionals. Thank you.

Why is tutoring needed?

by

Russel T. Osgutherpe

Jimmie Jean Wilson

Warren R. Goldman

John E. Passara

taken from

THE TUTOR/NOTETAKER

Providing Academic Support to Mainstreamed Deaf Students, pages 11-12

Department of Research and Development

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

published by

The Alexander Graham Bell Association for the Deaf, Inc.

3417 Volta Place, N.W., Washington, D.C. 20007

The whole idea of education is to help each of us become an independent learner. If we stopped learning when we graduated from school, our education was largely a failure. Many students can develop those independent learning skills by attending classes, becoming acquainted with teachers and completing assignments. Other students have more difficulty. They never seem to become effective learners. Many deaf students have this difficulty. Is it because they cannot hear the teacher? Is it because they can't hear class discussion? Is it

because they have difficulty reading the textbook? The reasons differ for each deaf student. Each deaf person is just as unique an individual as each hearing student.

Let's discuss for a moment the complex problem of language and how it affects most deaf people. Imagine the deaf newborn - able to see the surrounding environment but unable to hear the language to explain it. No radio, no T.V., no auditory stimulation from mom, dad, brother or sister. The innate "wiring" for language that all humans (spoken English) develops at a much slower rate. How many times must a hearing child hear the sentence, "She went to the store," to understand that the proper conjugation is went and not "goed"? How many times must a child hear the word sheep used as both a singular and plural in order to avoid using, "sheeps"? Does it require hundreds or exposures? Thousands? And in those first two or three formative years, many deaf children receive no auditory exposure at all. Is it any wonder that most deaf children develop English skills at a much slower rate than hearing children?

If the deaf child begins school at age five with little understanding of the English language, how will the child learn to read? Learning to say the words on a page is difficult enough (when you cannot hear yourself speak), but understanding what the words mean after you say them is even more difficult, if you've never heard the words used in sentences. Most hearing children naturally learn when to use words like, the, this, of, to, for. Most deaf children cannot use these words correctly. And it is not an easy instructional task to explain the meaning of the and convince a student that it is important to use the because it adds little to the meaning of any sentences.

Because of the early onset of deafness, English continues to pose problems for most people who are born deaf (or are deaf before age three). These language problems, it appears, also make it more difficult for deaf students to acquire those independent learning skills. That is where tutoring can help. A skilled tutor can gradually impart those learning techniques that will help the student become more independent. Modeling (showing someone how to do something) is one of the most effective ways of teaching someone a new skill. A tutor can model effective study habits better than any teacher can in the classroom. As a tutor, you have the unique opportunity of working directly with a student, studying with the student, going to class with the student, talking with the student. All of these opportunities make it possible for you to help students reach their potential as independent learners:

MOVING THE MOUNTAIN TO MOHAMMED: STUDY SKILLS TUTORING IN THE RESIDENCE HALLS

by

Judy L. Rogers

Miami University

taken from

Journal of College Reading & Learning, Volume XIX, 1986, pages 5-6; 9-10

Summary

Miami University is strongly committed to making the freshman experience a positive one. Training paraprofessional tutors to provide study skills programming in the freshman halls has been a successful vehicle for providing new students with the tools they need to succeed in college. This

method of peer support allows for much more individual attention than is feasible from the professional staff in Office of Learning Assistance. In a typical year, twenty peer advisers offer approximately 115 workshops with individual study skills tutoring and thus get the help they might not otherwise have received had it been up to their own initiative to come to the Office of Learning Assistance for help. The initial contact with a peer helps overcome their reluctance to seek assistance.

Students, peer tutors, and residence hall staff alike consistently affirm, in several forms of evaluation conducted each year, that the program is a success. However, the strongest endorsement for the peer tutoring program may lie in Miami's retention rate. Sixty-nine percent of the students who enter Miami as freshmen graduate from the institution after five years. The graduation rate after five years for a national sample of similar institutions (four year, public) is fifty-three percent (Beal & Noel, 1980). While placing peer tutors in the residence halls is not the only factor in Miami's ability to retain its students, peer advisers certainly contribute to the university's ability to quickly identify and address the learning support needs of new students-an ability which keeps many students successful in the institution.

APPENDIX C PEER ADVISERS IN THE RESIDENCE HALLS EXPECTATIONS and GUIDELINES

- I. Responsibilities of Peer Advisers in Residence Halls
 1. To provide study skills to residents while tutoring.
 2. To offer workshops in the residence hall on the topics of time management, test-taking strategies, listening and notetaking, memory and concentration, stress management, coping with competition, etc.
 3. To serve as liaison between the Office of Learning Assistance and the residence hall staff and residents.
 4. To serve as a consultant to the residence hall staff on issues concerning academic support.
- II. Initial Contact with Hall
 1. Contact the Freshman Adviser (Hall Director) before classes begin in the fall. Usually this will entail calling on or before the Sunday just prior to classes. Set up a time to meet with your Freshman Adviser in the hall. Thus, you can establish a solid footing for your work in the hall, and as a member of the hall staff, you can receive feedback on your work throughout the year.
 - a. If the Freshman Adviser is not apprised of your job, discuss your responsibilities to the hall as a representative of the Office of Learning Assistance (OLA).
 - b. Work with the Adviser to find a suitable location for you in the hall. Discuss when and where you should hold office hours and where you may post workshop notices.
 - c. Discuss your attending hall staff meetings. Stress that you want to be considered a hall staff member and that you want to be kept up to date with what is happening in the hall.
 - d. Discuss the possibility of walking through the hall without an escort if you are in a hall whose residents are of the opposite sex.
 - e. Discuss attending an all-hall meeting with Freshman Adviser so as to introduce yourself and present to the residents information about OLA and your role in the hall.

Job Description - Senior Tutor (Sept. 1985)

by

Gladys R. Shaw

and

Dr. Evelyn Posey,

Study Skills and Tutorial Services

The University of Texas at El Paso

QUALIFICATIONS

The major qualifications in addition to tutoring competency include:

- one semester's experience as a tutor with exemplary work record
- able to work at least 10 hours a week
- knowledge of room procedures, policies, and resources
- organizational skills in filing, scheduling, and meeting deadlines
- able to work effectively with fellow students, other tutors, and faculty
- time and ability to take on special room projects

BENEFITS TO THE TUTOR

- opportunities to practice the skills of organizing, planning, and supervising projects
- increased opportunities to interact with students, faculty, and administrators
- opportunity for special experience that can be documented on Student Participation Record

DUTIES OF THE SENIOR TUTOR

These may include helping the Room Coordinator accomplish one or more of the following activities:

- classroom presentations and other publicity activities
- room schedules
- room specific training activities
- record keeping
- distribution and collection of evaluation forms
- recruiting staff for non-credit classes, study groups and reviews sponsored by the room
- monitoring tutors' completion of general training requirements
- organizing tutoring materials and resources
- tutor recruitment
- faculty and/or department liaison
- other miscellaneous activities as agreed on with the Room Coordinator

APPOINTMENT AND PAY

The Senior Tutor is appointed by the Room Coordinator on a semester basis and is paid at the regular, hourly tutoring rate for up to three non-tutoring hours per week on tasks specified by the Room Coordinator. The tenure of each Senior Tutor will be a maximum of 12 months.

Albert Ellis' Common Irrational Beliefs

by
Dr. Kathy Carpenter
Kearney State College

Many students express negative self-perceptions or anxiety. The tutor must learn to refute the irrational belief that "I must be perfectly competent in everything I do."

1. The idea that it is a dire necessity for an adult human being to be loved or approved by virtually every significant person in his community.
2. The idea that one should be thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.
3. The idea that certain people are bad, wicked, or villainous and they should be severely blamed and punished for their villainy.
4. The idea that it is awful and catastrophic when things are not the way one would very much like them to be.
5. The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.
6. The idea that if something is or may be dangerous or fearsome, one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. The idea that it is easier to avoid than face certain life difficulties and self-responsibilities.
8. The idea that one should be dependent on others and that one needs someone stronger than oneself on whom to rely.
9. The idea that one's past history is an all-important determinant of one's present behavior and that because something once strongly affected one's life, it should forever have a similar effect.
10. The idea that one should become quite upset over other people's problems and disturbances.
11. The idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this correct solution is not found (Goldfried and Goldfried, 1975.)

Spann Steps Down As National Center For Developmental Education Director

After a dozen years in the position, Milton O. "Bunk" Spann, founding director of the National Center for Developmental Education, will step out of the role on July 1, 1988. Dr. Hunter R. Boylan, associate director, will assume the directorship.

Spann came to Appalachian State University in 1976 from the University of Texas-Austin to direct a consortium of 1134 two-year colleges. The

consortium, funded by the Kellogg Foundation, was designed to improve programs and services to low-achieving students. Recognizing the need for similar resources nationwide, the National Center was founded as an outgrowth of the work with this group of colleges.

In 1978, Spann, with the help of May Garland, founded the JOURNAL OF DEVELOPMENTAL EDUCATION, which has grown to an international circulation of over 5,000 and is recognized as the definitive periodical in the field of developmental education. In 1980, he founded the Kellogg Institute for the Training and Certification of Developmental Educators. The Institute, under the direction of Dr. Hunter Boylan, is now the oldest and most widely recognized advanced training program for developmental educators and learning assistance professionals in the United States. In 1984, Spann founded the REVIEW OF RESEARCH IN DEVELOPMENTAL EDUCATION and continues to serve as Consulting Editor to Editors Hunter Boylan and Gene Kerstiens.

Since 1980, he has coordinated the graduate programs in developmental education at Appalachian State University. Under his leadership, the programs have grown from three or four students to an average of 28 enrolled in any given year.

As an active professional, Spann has addressed numerous professional groups on various aspects of developmental education and has consulted with more than 250 colleges and universities throughout the nation. In addition, he has served on the advisory boards of several national and regional associations, including the National Association of Developmental Education (NADE) and the North Carolina Association of Developmental Studies. In 1981, Spann became the first recipient of the NADE award for outstanding contributions to the field.

In contemplating his departure, Spann commented, "I have accomplished the goals I sought to my particular vision of a national center like this one. It's time for new leadership and fresh ideas and it's time for me to move on to some other interests important to me, particularly teaching and writing. I'm also looking forward to having a bit more time to devote to the JOURNAL OF DEVELOPMENTAL EDUCATION. I certainly plan to remain active in the field and to be of service in a few of the areas that interest me. After 22 years of working a year 'round administrative schedule, I'm definitely looking forward to the greater flexibility available through a full-time teaching contract. I'm eager to spend more time with my students and my family, all of whom have become increasingly precious to me."

On July 1, Spann will return to full-time teaching duties in the Department of Leadership and Higher Education. He will continue his role as Editor of the JOURNAL OF DEVELOPMENTAL EDUCATION and serve the National Center as its first Senior Associate.

QUESTIONS? SUGGESTIONS? IDEAS? COMMENTS?

If you have any ideas to share, articles to publish, general tutoring news or anything concerning tutoring send them to: Karan Hancock, Omni Counseling Services, 8102 Harvest Circle, Anchorage, AK 99502 or Tom Gier, The Learning Center, University of Alaska Anchorage, 2533 Providence Avenue, Anchorage, AK 99508-4670 .

THE TUTORING EXCHANGE
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THE LEARNING CENTER

TUTOR EVALUATION

by
Pat Gregorio
Los Medanos College
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Pittsburg, CA 94565

WCRLA MINUTE
March 21-26
Sacramento, CA
Attachment X
page 12 of 14

SEMESTER: _____ INSTRUCTOR: _____

TUTOR: _____ MATH _____ SEC _____

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
1. The tutor is friendly and eager to help.	1	2	3
2. I am comfortable asking the tutor questions.	1	2	3
3. The tutor uses good examples when needed, which help me to understand problems.	1	2	3
4. The tutor tries to explain in a clear and concise manner.	1	2	3
5. I find this math tutor very helpful.	1	2	3
6. The tutor helps me to solve problems myself.	1	2	3
7. The tutor does all the work for me.	1	2	3
8. The tutor helps me to <u>understand</u> the general concepts.	1	2	3
9. The tutor appears to know how to do math well enough to help me.	1	2	3
10. The tutor is patient and waits for me to give my answers.	1	2	3
11. The tutor talks too much when helping me.	1	2	3
12. The tutor uses a questioning strategy.	1	2	3
13. The tutor provides encouragement when I'm stuck.	1	2	3
14. When I ask for help, the tutor comes right away, if available.	1	2	3
15. After correcting a module test, the tutor helps me to solve the problems that I cannot correct myself.	1	2	3

STARTING A TUTOR PROGRAM

by

Tom Gier and Karan Hancock

1. **CHOOSING A PERSON TO COORDINATE THE TUTOR PROGRAM**
 - a) a full time faculty member
 - b) a part time faculty member
 - c) a staff person
 - d) a student worker
 - e) a combination of the above

2. **FINDING TUTORS**
 - a) students form tutor training classes
 - b) volunteers
 - 1) students
 - 2) community
 - 3) full time faculty
 - 4) part time faculty
 - c) student workers

3. **FUNDING THE TUTORS**
 - a) work study money
 - b) various federal and state grants
 - c) "hard" money
 - d) volunteers

4. **TUTOR TRAINING**
 - a) workshops
 - b) group seminars
 - c) classes
 - d) one-to-one conferences with tutor coordinator
 - e) media instruction e.g. videotapes slides, etc.
 - f) textbooks

5. **WHAT SUBJECTS TO TUTOR?**
 - a) start with the basics
 - 1) writing
 - 2) math
 - 3) study skills
 - b) add subjects whenever possible

6. **WHERE TO TUTOR?**
 - a) learning center
 - b) library
 - c) room in campus center
 - d) unused classroom
 - e) existing labs/centers
 - f) where ever possible

7. **ADVERTISING FOR and ABOUT TUTORS**
 - a) flyers
 - b) articles in student publications
 - c) notes on bulletin boards
 - d) placement ads with personnel
 - e) placement ads with financial aid
 - f) word of mouth

8. **CAMPUS-WIDE INVOLVEMENT**
 - a) presentations at faculty meetings
 - b) placement of tutors in department labs and centers
 - c) placement of tutors in specific classes/courses
 - d) workshops open to whole campus

9. **REINFORCING TUTORS**
 - a) tutor of the week, month, semester awards
 - b) certificates
 - c) pot lucks
 - d) pizza parties

10. **SOME OF THE TUTOR FORMS NEEDED**
 - a) tutor evaluation
 - b) tutor self-evaluation
 - c) appointment form
 - d) tutoring log
 - e) end of month report
 - f) tutor assessment form(by clients)

**21st ANNUAL CONFERENCE of the
WESTERN COLLEGE READING and LEARNING ASSOCIATION**

EVALUATION -- ESSENTIAL for EXCELLENCE

MARCH 23-26, 1988
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FOR INFORMATION CONTACT:

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Dr. Gene Kerstiens, Acting Director
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WCRLA MINUTES
March 21-26
Sacramento, CA
Attachment Y
page 1 of 4

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JOURNAL OF COLLEGE READING AND LEARNING

Information for Contributors

AUTHORS' GUIDELINES

The JOURNAL OF COLLEGE READING AND LEARNING seeks articles which are related to any of the many aspects of college reading improvement and learning assistance. The Journal's primary focus is on articles which emphasize practical use of information in post-secondary settings along with basic research in related areas.

Manuscripts should be typewritten and double-spaced. Contributors should submit three clear copies and retain the original. The Journal of College Reading and Learning will not return manuscripts. Content organization and style of manuscripts should follow APA third edition guidelines. An effort should be made to exclude tables by summarizing the information in the text. Complex tables and figures should be camera-ready for publication. Include two stamped, self-addressed, legal-size envelopes for editor correspondence with the primary author.

Prepare one cover sheet which includes the title of the article, the principal author's name, affiliation, address, and telephone number. Also include on this sheet any secondary authors' and affiliations in the order that these names should appear if your manuscript is published. Limit the article to 12 to 15 double-spaced typed pages.

The identifying information included in the cover sheet should not appear on any other page of the manuscript. If such information appears within the paper, use a black felt tip pen to cover it on two of the three copies submitted.

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W.C.R.L.A.

COMPUTER TECHNOLOGY
SPECIAL INTEREST GROUP

Bill Broderick, SIG Leader

YEAR-END REPORT
TO THE W.C.R.L.A. BOARD OF DIRECTORS
MARCH, 1988

I. Introduction

What follows is pertinent information regarding membership, activities, and future plans for the W.C.R.L.A Computer Technology Special Interest Group as of March, 1988.

II. General Information

A. Membership

The Computer Technology Special Interest Group currently has 132 members. This represents an increase in enrollment from last year. However, since this is my first year as director of this SIG, I do not know exactly how many new members we have. I would estimate that 30-40 new members have been recruited.

New members have joined the SIG in different ways:

1. enrollment at the annual W.C.R.L.A. conference. At last year's conference, I became aware that people who wanted information which our SIG is designed to provide did not know we existed. This is inexcusable, as we can provide a tremendous amount of information and support to an increasingly technologically-oriented educational system. Thus, a concerted effort will be made at this year's conference to ensure that WCRLA members know who we are and what services we can provide for them. This should result in an increase in membership for the SIG.

2. references in articles or presentations. Dr. David Caverly and I co-author a column called Techtalk in the Journal of Developmental Education. One of our columns listed the SIG as a source, and 12 members were added as a result. In addition, the SIG was mentioned in various presentations I have made during the year, and several members have been added in this way.

3. word of mouth. A handful of members have been added as a result of seeing a newsletter on the desk of a colleague, or by hearing current SIG members discuss the SIG's activities.

B. Dues

Membership dues for the SIG are \$3.00 per year. Members do not seem to be taking this fee seriously, as I have collected only \$63.00 this year. Much of this amount is spent on mailing costs, so the balance in the SIG account is \$17.14.

I have requested \$300 from the W.C.R.L.A (funding request attached), but have not received word on whether this request has been approved or denied. Funds are needed primarily so we can purchase software evaluation publications which could be shared with SIG members.

III. Accomplishments of the past year

During the past year, the following was accomplished:

1. Three newsletters were written and mailed out to SIG members. Copies of these newsletters are attached.
2. A Computer Technology Member Survey was taken to determine what knowledge SIG members had about different aspects of computer technology, and to determine what areas members wanted more information about. A copy of this survey is attached. Results of the survey are included in the 3rd newsletter.
3. A SIG Resource Network was developed, so that SIG members who had specific concerns in any computer-related area from computers in general to skills-specific software to networking could contact SIG members who had identified themselves as experts in fields listed on the survey.
4. The SIG is starting to build a library of computer software evaluations. This list is based on the "Developmental/ Basic Skills Courseware Description/Evaluation Form" sent to each member, and attached.
5. A number of professional queries regarding SIG-related information were sent to me this year. I answered all of these, with a total of 26 letters being sent to colleagues, most of whom were not SIG members, some of whom joined the SIG as a result of these correspondences.

IV. What's happening at this year's conference

Here is a summary of the computer-related activities planned for this year's conference.

1. Two institutes related to computers will be presented, and are sponsored by the Computer Technology Special Interest Group. They are:
 - a. "Computer-assisted Instruction in Critical Thinking, Reading, and Writing," by Anne Bradstreet Grinois of Parkland College, on Friday 8:30-11:30 AM;
 - b. "Choosing and Evaluating Developmental and Remedial Computer Software," by David Caverly of Metropolitan State College and Bill Broderick of Cerritos College, on Saturday 2-5 PM.
2. Numerous sessions will also be presented, with topics ranging from comparing word-processing courseware to educational freeware available to individuals.

3. A computer fair will be held on Thursday and Friday from 9 AM-4:30 PM in the Monterrey Room. Representatives from Apple and IBM will be present to show their latest wares, from their least expensive models to their most expensive. Also, a software distributing firm called EISI will be in attendance and is bringing remedial and developmental courseware appropriate for the post-secondary level.

V. Goals for next year

I will be discussing goals with the SIG members during this conference. At this point, it appears that goals will include the following:

1. make a concerted effort to collect dues;
2. determine the feasibility of establishing an electronic mail system for members, or subscribing to an electronic educational bulletin board for members to tie into. I had hoped that this system could have been operational by this year's conference, but it is not, due primarily to the cost of subscribing to existing systems.
3. continue to work on a courseware library;
4. upgrade the Computer Technology Special Interest Group Resource Network.

*Bev
rechecked by
Daisy McDonald
Cherry Hill
Jensen, OK*

VI. Conclusion

It has been a busy but rewarding year for this SIG. I feel a lot has been accomplished, but am aware that there is still more which can be done to ensure that we are providing needed services both to SIG members and WCRLA members. I look forward to the challenges of the coming year, and would welcome comments and suggestions from the Board.

WCRLA COMPUTER TECHNOLOGY SIG
DEVELOPMENTAL/BASIC SKILLS COURSEWARE
DESCRIPTION/EVALUATION FORM

Name of evaluator: _____

School of evaluator: _____

Evaluator field and level taught: _____

A. COURSEWARE DESCRIPTION

Name of program: _____

Publisher/address: _____

Price: _____

Targetted area/field: _____

Hardware required to run program: _____

Is this software copy-protected? YES NO

Is a licensing fee required to purchase or run this software?
YES NO

Type of courseware:

_____ a. drill and practice

_____ b. tutorial

_____ c. simulation

_____ d. word-processing

_____ e. diagnostic

_____ d. other (please specify) _____

Documentation includes:

_____ a. suggested grade levels

_____ b. stated instructional objectives

_____ c. prerequisite skills required to enter program

_____ d. manual for instructors

_____ e. instructions for students

_____ f. support company will provide if you have trouble with program

_____ g. other (please specify) _____

B. PROGRAM EVALUATION

Use this scale to answer the questions which follow:
C-consistently U-usually R-rarely N-never NA-not applicable

CONTENT CONSIDERATIONS

- C U R N NA 1. Content is grammatically accurate.
C U R N NA 2. Information presented is accurate and current.
C U R N NA 3. Content is presented in a meaningful context.
C U R N NA 4. Content is free from stereotypes or biases.
C U R N NA 5. Content is presented clearly and logically.

6. Other comments regarding content: _____

7. Overall rating of CONTENT CONSIDERATIONS:

- _____ Excellent
_____ Above average
_____ Average
_____ Below average
_____ A complete failure

INSTRUCTIONAL CONSIDERATIONS

- C U R N NA 1. Program motivates students.
C U R N NA 2. Program allows for active student involvement.
C U R N NA 3. Relevant feedback is given to students.
C U R N NA 4. Feedback is positive.
C U R N NA 5. Feedback is varied.
C U R N NA 6. Feedback is immediate.
C U R N NA 7. Rate which material is presented can be controlled.
C U R N NA 8. Sequence of material presented can be controlled.
C U R N NA 9. Help options are available should students
run into technical problems.
C U R N NA 10. Program has branching capabilities should
students need remediation.
C U R N NA 11. Program has branching capabilities for
students showing too much success.
C U R N NA 12. Program integrates lessons with previous
student experience.
C U R N NA 13. Program allows generalization to other situations.

14. Other comments regarding instructional considerations: _____

15. Overall rating of INSTRUCTIONAL CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

TECHNICAL CONSIDERATIONS

- C U R N NA 1. Students can independently use program following appropriate orientation.
- C U R N NA 2. Program is easy for instructors to understand
- C U R N NA 3. Program is reliable under normal operating circumstances.
- C U R N NA 4. Text/graphics are clear and easy to read.
- C U R N NA 5. Documentation provided explains lessons, objectives, and activities well.

6. Other comments regarding technical considerations:

7. Overall rating of TECHNICAL CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

MANAGEMENT CONSIDERATIONS

- C U R N NA 1. Program lets instructor keep track of student progress.
- C U R N NA 2. Program lets instructor place student at appropriate starting point.
- C U R N NA 3. Program lets instructor adjust directions and feedback for each student.
- C U R N NA 4. Program includes record-keeping system.

6. Other comments regarding management considerations:

7. Overall rating of MANAGEMENT CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

OTHER CONSIDERATIONS

What unforeseen problems can you report about this courseware?:

What sort of student feedback have you received?

Other relevant comments developmental educators need to consider:

RECOMMENDATION

- _____ This program is excellent in every way. I highly recommend it.
- _____ This program has been fairly effective for me, and I can recommend it
- _____ This program is weak, and while it didn't work in my setting, it may be appropriate for others.
- _____ This program is a total waste of time - everyone should stay away from it.

Computer Technology SIG 1986/87 Member Survey

ON THE FOLLOWING LINES, PLEASE TYPE, PRINT, OR LEGIBLY WRITE
YOUR NAME, TITLE, AND THE ADDRESS YOU WANT SIG MATERIALS SENT TO:

* * * * *
USING THE FOLLOWING SCALE, PLEASE RANK YOURSELF IN EACH CATEGORY
BELOW.

- 1 - I CONSIDER MYSELF AN EXPERT IN THIS AREA
2 - I AM VERY KNOWLEDGEABLE ABOUT THIS AREA
3 - I HAVE SOME KNOWLEDGE OF THIS AREA
4 - I HAVE A LIMITED AMOUNT OF KNOWLEDGE OF THIS AREA
5 - I HAVE NO KNOWLEDGE AT ALL ABOUT THIS AREA

PLEASE RANK YOURSELF IN EACH OF THESE AREAS:

- A. Knowledge of Computer-Assisted Instruction _____
B. Knowledge of Computer-Managed Systems _____
C. Knowledge of Peripherals (Modems, etc.) _____
D. Knowledge of software in my field _____
(Please identify field: _____)

* * * * *
DO YOU FEEL YOU HAVE SUFFICIENT KNOWLEDGE AND WOULD YOU BE
WILLING TO SERVE AS A RESOURCE PERSON FOR ANY OF THE FOLLOWING
AREAS:

- A. computers in general YES NO
B. this specific computer: _____ YES NO
C. peripherals (modems, etc) YES NO
D. software in this field
(please identify field); _____ YES NO
E. specific software programs, such as WS or db3
(please identify programs):
_____ YES NO
F. these areas not covered by this survey:
_____ YES NO

To help us to determine the direction the SIG should take this year, please indicate which of the following areas you want more information about:

CIRCLE THE LETTER OF EACH AREA YOU WOULD LIKE MORE INFORMATION ABOUT:

- a. computers in general
- b. this specific computer: _____
- c. modems and peripherals
- d. computer-assisted-instruction in basic skills
- e. computer-managed-programs for basic skills
- f. tutorial systems such as PLATO and NovaNET
- g. software in reading and study skills
- h. software in writing and word processing
- i. public domain software
- j. software in math
- k. software in these fields: _____
- l. these specific software programs: _____
- m. how to evaluate software
- n. who has already evaluated software and where can I get the results?
- o. this area not covered by this survey: _____

PLEASE COMPLETE THIS SURVEY BY OCT 15, AND MAIL IT TO:

Wm E Broderick, PhD
Reading Dept Chairman
Cerritos College
11110 E Alondra Bl
Norwalk CA 90650

**W.C.R.L.A.
COMPUTER TECHNOLOGY S.I.G.
1988 Resource Network**

The following have identified themselves as being sufficiently knowledgeable in the fields listed, and have indicated that they are willing to serve on an "on-call" basis, to answer questions you might have, to offer advice, and to try to solve technical problems that come up. So, if you have questions or concerns which relate to any of these fields, you may want to consider contacting the people listed here for assistance.

NOTE: This list will be updated yearly. If you are not listed in any of these areas and would like to be; or if you are listed but wish to be included in other areas; or if your name or address is incorrect; or if you want to be removed from any area; or if you have suggestions regarding improvement of the list, please contact:

**Bill Braderick
c/o Cerritos College
11110 E. Alondra Bl
Norwalk CA 90650**

* * * * *
COMPUTERS IN GENERAL
* * * * *

- Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650
- Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182
- Wm E Campbell, Coordinator, Academic Assistance and Honors Program, Univ of MN, Morris, Morris MN 56267
- David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209
- Frank L. Christ: Director, Learning Assistance Center, Cal State Univ Long Beach, Long Beach CA 90840
- Dr Harold Fillyaw, Developmental Psychology, Prairie View A and M Univ, 15014 Elmont Dr, Houston TX 77095
- Sally Garcia, Director, Nursing Learning Center, Cal State Univ, 1200 Bellflower Bl, Long Beach CA 90840
- Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929
- David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204
- Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

John Pantano, Math/Science Coordinator, Santa Fe Community College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

* * * * *

A SPECIFIC COMPUTER

APPLE IIe

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Dr. Rhoda Lintz Casey, Division Chair, English and Developmental Studies, Compton Community College, 1111 E. Artesia Bl, Compton CA 90221

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

Dr Harold Fillyaw, Developmental Psychology, Prairie View A and M Univ, 15014 Elmont Dr, Houston TX 77095

Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Sharon Martin, 1666 Pitcher Canyon Rd, Wenatchee WA 98801

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

Dr Gary R Probst, Professor of Reading, Prince George's Community College, PO Box 190, Davidsonville MD 20135

Joan Shulman, Reading/CAI Specialist, Learning Assistance Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria Bl, Carson CA 90747

AMIGA

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

IBM

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

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David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204

John Pantano, Math/Science Coordinator, Santa Fe Community College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

MACINTOSH

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Phyllis Endicott, Curriculum Coordinator, Center for Human Enrichment, Univ Northern Colorado, Greeley CO 80639

Sally Garcia, Director, Nursing Learning Center, Cal State Univ, 1200 Bellflower Bl, Long Beach CA 90840

Richard Holdredge, Consulting Instructor, Learning Center, Los Angeles Valley College, 5800 Fulton Av, Van Nuys CA 91401

Denise McGinty, Assistant Coordinator, Learning Skills Center, Jester A332, Univ Texas at Austin, Austin TX 78705

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

ZENITH

Wm E Campbell, Coordinator, Academic Assistance and Honors Program, Univ of MN, Morris, Morris MN 56267

* * * * *
PERIPHERALS (MODEMS, etc)

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Frank L. Christ: Director, Learning Assistance Center, Cal State Univ Long Beach, Long Beach CA 90840

Dr Harold Fillyaw, Developmental Psychology, Prairie View A and M Univ, 15014 Elmont Dr, Houston TX 77095

David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

* * * * *
COURSEWARE IN A PARTICULAR FIELD

ADULT BASIC EDUCATION/G.E.D.

Sharon Martin, 1666 Pitcher Canyon Rd, Wenatchee WA 98801

COMPUTER TRAINING

David Knauber, Director Computer Labs, Community College of
Denver, 1111 W. Colfax, Denver CO 80204

ENGLISH

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

LEARNING ASSISTANCE

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Frank L. Christ: Director, Learning Assistance Center, Cal
State Univ Long Beach, Long Beach CA 90840

MATHEMATICS

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Gary R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

READING

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CA 90650

Gary R. Brown, Computer Lab Coordinator, Academic Skills
Center, San Diego State Univ, San Diego CA 92182

Dr. Rhoda Lintz Casey, Division Chair, English and Developmental Studies, Compton Community College, 1111 E. Artesia Bl, Compton CA 90221

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

Mike Evans, 8926 Highwood Dr, San Diego CA 92119

Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

Dr Gary R Probst, Professor of Reading, Prince George's Community College, PO Box 190, Davidsonville MD 20135

Joan Shulman, Reading/CAI Specialist, Learning Assistance Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria Bl, Carson CA 90747

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

STATISTICS

Dr Homer Garcia, Dept of Sociology, Pitzer College, Claremont CA 91711

STUDY SKILLS

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

WRITING/COMPOSITION

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

* * * * *
A SPECIFIC COURSEWARE PROGRAM

APPLEWORKS

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

Delryn R. Fleming, Communications Division, Brookhaven
College, 3939 Valley View Lane, Farmers Branch TX 75244

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl, Carson CA 90747

Beverly D. Whitaker, Director, Learning Center, Maple Woods
Community College, 2601 NE Barry Rd, Kansas City MO 64156

APPLE WRITER

Delryn R. Fleming, Communications Division, Brookhaven
College, 3939 Valley View Lane, Farmers Branch TX 75244

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

Dr Gary J.R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

BANK STREET WRITER

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

DB2, 3

Wm E Campbell, Coordinator, Academic Assistance and Honors
Program, Univ of MN, Morris, Morris MN 56267

DB3

Dr Harold Fillyaw, Developmental Psychology, Prairie View A
and M Univ, 15014 Elmout Dr, Houston TX 77095

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

INS (SPREADSHEET)

Dr Harold Fillyaw, Developmental Psychology, Prairie View A
and M Univ, 15014 Elmont Dr, Houston TX 77095

LOTUS

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

MACWRITE

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

MICROSOFT WORD

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

MICRO SPEED READ

Rose Wassman, Reading Coordinator, DeAnza College, 9 Russell
Av, Portola Valley CA 94025

MS WORKS

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

PAGEMAKER (DESKTOP PUBLISHING)

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

PC WRITE

Gary R. Brown, Computer Lab Coordinator, Academic Skills
Center, San Diego State Univ, San Diego CA 92182

PFS PROFESSIONAL WRITE AND FILE

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

RIGHTWRITER

Gary R. Brown, Computer Lab Coordinator, Academic Skills
Center, San Diego State Univ, San Diego CA 92182

SCREENWRITER

Dr Gary R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

SUPERPAINT

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

SUPER PILOT

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

SUPER WRITER

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

WORD ATTACK

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl, Carson CA 90747

WORD JUGGLER

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

WORDPERFECT

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

WORDSTAR

Billie F. Jackson, Coordinator, Student Learning Center - 295,
California State Univ - Chico, Chico CA 95929
Mike Evans, 8926 Highwood Dr, San Diego CA 92119

WRITE NOW

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

* * * * *

AREAS NOT COVERED BY THE SURVEY

COMPUTER ASSISTED COMPOSITION

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

COMPUTER LITERACY FOR FACULTY

Sally Garcia, Director, Nursing Learning Center, Cal State
Univ, 1200 Bellflower Bl, Long Beach CA 90840

CRAFTING SOFTWARE FOR ANY FIELD

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

EVALUATION OF CAI DESIGN

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Sally Garcia, Director, Nursing Learning Center, Cal State
Univ, 1200 Bellflower Bl, Long Beach CA 90840

NETWORKING - CORVUS SYSTEM

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Dr. Rhoda Lintz Casey, Division Chair, English and
Developmental Studies, Compton Community College, 1111 E. Artesia
Bl, Compton CA 90221

NETWORKING - LANS IN GENERAL

David Knauber, Director Computer Labs, Community College of
Denver, 1111 W. Colfax, Denver CO 80204

NETWORKING - SETTING UP NETWORKING IN A WRITING LAB

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

PROGRAM LANGUAGES OF PASCAL, FORTRAN, BASIC, DBASE

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

RUNNING MS-DOS UNDER UNIX

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

USE OF DATA BASE AND SPREADSHEETS IN LEARNING CENTERS

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl, Carson CA 90747

W.C.R.L.A.
COMPUTER TECHNOLOGY
NEWSLETTER

VOLUME 2 NUMBER 1

JUNE 1987

Bill Broderick, editor

Dear SIG member,

As you may know, I have taken over the WCRLA Computer SIG from David Caverly, who is going to devote more of his time to writing and developing software. Dave has done a lot in his two years as SIG Director, but I have spoken with him and we both feel there is still much to accomplish as we share information about hardware, software, the latest technology, exemplary programs, etc.

To that end, I would like to share with you some of the things we are already working on, and then I want to ask you to share with me what you feel the SIG *should be* working on.

I. SOFTWARE EVALUATIONS

A recurring concern of SIG members who were in Albuquerque centered around software - who is using what, why they are using it, how well it is working, what the target population is, and so on. One of our goals this year is to collect software reviews from SIG members, with the following SIG members serving as "editors" of software program evaluations:

Gary Brown will edit reviews for word processing and writing;
Dave Caverly is doing the same for reading and study skills;
Dennis Gabriel will serve as editor for public domain software.

At present, we need someone to work as editor of math software. If you are interested in having math software program evaluations sent to you for editing and review dissemination, please let me know.

What we intend to do is serve as a clearing house for post-secondary basic skills software. I will be asking members to evaluate software they are currently using, and forward their reviews of that software to the appropriate editor, who will then share results and recommendations with the entire SIG. I will send you a SOFTWARE EVALUATION FORM with the next newsletter.

II. ELECTRONIC BULLETIN BOARD

Another area we are working on involves electronic bulletin boards. Lucy MacDonald is researching "bulletin board" technology so that those of us with modems can communicate electronically. If you have recommendations on what we should be using or on what we should stay away from, please write to her at:

Dr. Lucy MacDonald
Chemeketa CC
P O Box 14007
Salem Oregon 97309

III. SHARING EXPERTISE

In Albuquerque, I was impressed with how many of the SIG members were knowledgeable about various aspects of computers and their use in basic skills. This year, we intend to take advantage of your expertise. We want to set up a resource network whereby various SIG members who consider themselves experts or very knowledgeable in a particular area will be "on-call," so to speak, to answer questions other SIG members might have, to offer advice, and to try to solve technical problems that come up.

To determine who has expertise in which areas, I have included with this newsletter a survey form which I hope you will take the time to fill out. This survey is important for two other reasons:

1. It will tell us what you are interested in knowing more about regarding computers and basic skills. This information will help us plan newsletters for the rest of the year and activities at the next WCRLA Conference in Sacramento.

2. It will give us current information and addresses for the members of the SIG. I have a list of 125 members, but I suspect some are inactive or have moved on. We need to keep an accurate list of who is still interested in the SIG.

I hope to share the results of this survey with you in the third newsletter. We should also have our resource network in place by then, as well.

COMING UP NEXT...

The next newsletter will focus on software evaluation, including software evaluation networks which already exist and how we can access those evaluations, how we can evaluate courseware ourselves and the best way to share those evaluations. I will also talk about membership dues.

STAY TUNED...

Bill B

W.C.R.L.A.

COMPUTER TECHNOLOGY NEWSLETTER

VOLUME 2 NUMBER 2

SEPTEMBER 1987

Bill Broderick, editor

Dear SIG member,

This newsletter will focus on software evaluation, starting with evaluation networks which already exist, and moving on to how our SIG can evaluate courseware and share those evaluations with other members. I will also talk about membership dues.

SOURCES OF COURSEWARE EVALUATIONS

There are a number of consortia and publications in existence today which evaluate some of the 7,000 + programs currently on the market. With more than 100 new programs introduced monthly, it may be useful for those of us in developmental settings to tie into these sources. Here is a list of the largest evaluation sources, with a brief description of the kinds of evaluations they do:

The Educational Software Selector (EPIE Institute, Teachers College Press, 1234 Amsterdam Av, New York NY 10027) has evaluated over 5000 programs, and includes information on appropriate grade level, program scope, hardware required, and discounts available. In-depth reviews are provided in a companion volume, **Microcomputer Courseware Pro/Files**.

The Educational Software Preview Guide (Educational Software Evaluation Consortium, California TECC Software Clearinghouse, Professional Library and Microcomputer Center, San Mateo County Office of Education, 333 Main St, Redwood City CA 94063) is a yearly publication consisting of courseware favorably reviewed by any of the 25 + participating consortia. Reviews are listed according to subject and are sparse, but include hardware requirements, grade level applicability, and courseware type (drill and practice, tutorial, simulation, etc.).

• Micro (Florida Center for Instructional Computing, College of Education, Univ of South Florida, Tampa FL 33620) evaluates over 300 products yearly. Evaluations include program titles, subjects, hardware requirements, description, and reviewer comments on program effectiveness.

Software Reports: The Guide to Evaluated Educational Software (Allanbach Industries, 2101 Las Palmas Dr, Carlsbad CA 92008) rates software in over 20 subjects, with reading and language arts two of the largest.

The Digest of Software Reviews: Education, School, and Home (School and Home Courseware Inc, 1341 Bulldog Lane, Fresno CA 93710) provides reviews of courseware reprinted from various educa-

tional journals and computer magazines.

The above sources review courseware for all grade levels, and in all subject areas. Nonetheless, much of the software they evaluate could be applicable in a post-secondary developmental setting. Are there consortia which evaluate developmental courseware specifically designed for a college setting? You tell me. If you are aware of any such network, let me know, and I will share the information with SIG members in the 4th newsletter.

WCRLA COMPUTER TECHNOLOGY COURSEWARE CLEARINGHOUSE

In the last newsletter, I indicated that our SIG had the expertise so that we should move toward the goal of serving as a clearinghouse for software in post-secondary developmental education. To achieve that goal, your help is needed. I am asking that you evaluate one piece of software you are currently using in your program. Have you been able to identify any courseware which you are really excited about, any which is working wonders with your population, any which you would like to recommend that others use? Or, conversely, have you been subjected to software which has been touted as excellent, but which you have found to be a dud, and want to warn everyone to stay away from? Our most important function as a SIG is to share information. Please take a few minutes to identify at least one program which you can either recommend or want to warn others to stay away from. Please fill out the attached Courseware Evaluation Form, and return it to me by October 15. I will keep a copy for the SIG files, and forward a copy to the appropriate courseware editor, identified in the last newsletter.

We will share brief reviews with all members, and the courseware editors will make longer reviews available for those who are interested. These reviews will also be available for all to see in Sacramento.

MEMBERSHIP DUES

Membership dues for the Computer Technology SIG are \$3.00 per year. These dues help defray the costs of mailing, duplicating, etc. If you have not sent in your dues, please make a check payable to WCRLA Computer Technology SIG, and mail it to me. Thanks.

COMING UP NEXT...

In the next newsletter, I will share with you the results of the 1986/87 Member Survey. At that time, we will identify those members who have said they would serve as "on-call" experts in various aspects of computer technology, ranging from computers in general to specific computers to individual software programs.

STAY TUNED...

Bill B

W.C.R.L.A.

COMPUTER TECHNOLOGY NEWSLETTER

VOLUME 2 NUMBER 3

JANUARY, 1988

Bill Broderick, editor

Dear SIG member,

This newsletter will focus on the following:

1. Results of 1987 Member Survey
2. Help wanted - bulletin board
3. More help wanted - courseware evaluations
4. What's goin' on - Sacramento
5. WCRLA Computer Technology SIG Resource Network

RESULTS OF 1987 MEMBER SURVEY

As you recall, the survey asked for information regarding each SIG member's knowledge of different aspects of computer technology. The survey was broken into 3 parts. The first part asked members to rank themselves in various areas. The results are listed below.

The second part asked members if they felt they had sufficient knowledge in specific areas, and if they would be willing to serve as resource people for other SIG members. The results of this part comprise the attached 1988 Resource Network.

The third part of the survey asked members what they would like to know more about, so that we could plan newsletters and activities accordingly. Those results are also listed below.

SURVEY RESULTS - PART 1: RANKING IN SELECTED AREAS

The directions were:

"Using the following scale, please rank yourself in each category below."

SCALE

- 1 - I CONSIDER MYSELF AN EXPERT IN THIS AREA
- 2 - I AM VERY KNOWLEDGEABLE ABOUT THIS AREA
- 3 - I HAVE SOME KNOWLEDGE OF THIS AREA
- 4 - I HAVE A LIMITED AMOUNT OF KNOWLEDGE OF THIS AREA
- 5 - I HAVE NO KNOWLEDGE AT ALL ABOUT THIS AREA

The results were:

<u>AREA</u>	<u>RANK:NUMBER</u>				
A. Knowledge of C.A.I.	1:8	2:9	3:20	4:11	5:1
B. Knowledge of Computer-Managed Systems	1:3	2:8	3:10	4:19	5:9
C. Knowledge of Peripherals	1:1	2:6	3:8	4:17	5:16
D. Knowledge of software in my field	1:7	2:13	3:19	4:9	5:0

(Fields varied from reading and study skills to statistics. Experts in various fields are identified in the enclosed 1988 Resource Network.)

SURVEY RESULTS: PART 3: AREAS YOU WANT MORE INFORMATION ABOUT

The directions were:

"To help us to determine the direction the SIG should take this year, please indicate which of the following areas you want more information about:"

The results were:

- a. computers in general: 10 responses
- b. this specific computer:
 - Apple - 3;
 - Apple IIGS - 1;
 - IBM PC - 1;
 - Macintosh - 3;
 - IBM PS - 1;
 - IBM Compatible - 1
- c. modems and peripherals: 16
- d. computer-assisted-instruction in basic skills: 36
- e. computer-managed-programs for basic skills: 25
- f. tutorial systems such as PLATO and NovaNET: 19
- g. software in reading and study skills: 39
- h. software in writing and word processing: 27
- i. public domain software: 25

(Continued on next page)

J. software in math: 16

K. software in these fields:

- Critical and Analytical Thinking - 2;
- Biology - 1;
- Chemistry - 1;
- Physics - 1;
- Economics - 1;
- Learning Disabilities - 1;
- Grammar - 1;
- ESL - 1;
- Statistics - 1;
- Problem Solving - 1;
- Interactive for ESL and Foreign Language - 1;
- Study Skills - 1.

L. these specific software programs:

CASSI - 1

M. how to evaluate software: 15

N. who has already evaluated software and where can I get the results?: 33

O. this area not covered by this survey:

- IBM v. IBM compatible - 1;
- Apple software that can be put in a network - 1;
- Research in CAI/College Level in Reading and Basic Skills - 2;
- Voice Synthesizers - 1

There were 105 surveys sent out. There were 30 responses in the initial mailing, and 25 responses from a second mailing. I would like to thank all of you who took the time to respond. Not only will it help me to plan future newsletters, but the resulting resource network should prove useful for all of our members.

HELP WANTED - BULLETIN BOARD

We have run into some unexpected problems in our attempt to have the SIG tie into a national bulletin board. We are having trouble determining which is best, and we don't know if such a venture would be worth the expense at this point. We need input. If you are currently hooked into a bulletin board that you could recommend, or if you have information which will help us select a bulletin board, or suggestions on how we might be able to communicate with each other and not tie into an existing bulletin board, could you please contact me (P.O.Box 880, Wildomar CA 92395) or Lucy MacDonald (Chemeketa CC, P O Box 14007, Salem Oregon 97309) before the conference in Sacramento. And, perhaps we can share ideas regarding this topic during the conference.

MORE HELP WANTED - COURSEWARE EVALUATIONS

Part of the last newsletter included a Courseware Evaluation Form which I had hoped each member would complete and send on to me so that we could build up a file of developmental courseware and share reviews with fellow SIG members. Unfortunately, our file to date is...5. That's a bit small if we are looking at sharing reviews, so I shall try again, but I will wait until after the conference. In the meantime, I wonder if you could think of one courseware package that you are familiar with and which, for whatever reason, stands out from others you have used or seen. If you can identify this package and share your thoughts regarding it with fellow members, it would help us all. I shall send a second evaluation form sometime after the conference.

WHAT'S GOIN' ON - SACRAMENTO

WCRLA members with an interest in Computer Technology will be kept busy at this year's conference. There will be numerous computer-related sessions, two computer-related institutes ("Computer-assisted Instruction in Critical Thinking, Reading, and Writing," by Anne Bradstreet Grinois of Parkland College, on Friday 8:30-11:30 AM; and "Choosing and Evaluating Developmental and Remedial Computer Software," by David Caverly of Metropolitan State College and Bill Broderick of Cerritos College, on Saturday 2-5 PM), and the Computer Fair will be held on Thursday and Friday from 9 AM-4 PM. Representatives from Apple, IBM, and Kaypro have pledged to be present and to show their latest wares, from their least expensive models to their most expensive. I am also hoping that a software distributor knowledgeable about remedial and developmental courseware will be in attendance, as well.

I hope you are planning to attend, as it looks like it should be a rewarding time.

Until Next Time...

SECRETARY REPORT

BOARD HIGHLIGHTS FROM 1987-88

The Board was very busy and active during 1987-88. In addition to a summer board meeting and several telephone conference calls, members of the Board and the Journal and Newsletter editors met at the Asilomar Conference Center in Pacific Grove, California for a 3-day retreat during which time a future directions plan focusing on identity, visibility and credibility of then Association was drafted. Highlights of other Board action from the past year include:

1. The adoption of a board policy which encourages states, regions or areas to establish WCRLA chapters and to elect chapter officers.
2. The addition of the option for members to receive the Journal of Developmental Education and Review of Research in Developmental Education at reduced rates.
3. Approval to publish 2 issues per year of the Journal of College Reading and Learning beginning fall, 1989.
4. The formation of a task force to study the issue of basic terminology used in the discipline and to formulate guidelines on the use of a common language within the field.
5. The submission of a response to the Council for Advancement of Standards for Student Services/Development Programs on its proposed standards and guidelines for learning assistance programs.
6. The movement toward a unified look for the Association which will be visible in all publications, printed material and advertisements.
7. The implementation and funding of a second research award-research excellence.
8. The continued concerted effort to recruit for and promote the Association by sending officers to state/regional meetings. Last year, officers spoke at meetings in Arizona, California, Canada, Colorado, Kansas and Wisconsin.

President's Address

The Keys to Keeping Both Doors and Minds Open

Gwyn Enright

March 25, 1988

When I was selecting the topic for the President's Address, I was tempted to talk on evaluation - one of my favorite topics and our conference theme. However, I considered my audience - learning assistance professionals and developmental educators who, though often marching to a different drummer from the one heard by their colleagues are also usually a step ahead. Consequently, I concluded you already knew alot about and were learning at this conference even more about evaluation. I looked another direction for my topic. I looked on the non fiction best seller list.

A 1987-1988 WCRLA goal articulated in Albuquerque last April was to peer past our own organization, beyond the comfortable if symbolic WCRLA borders, to look directly at some of the political realities in education. The incredible popularity, beginning way last summer, of Allen Bloom's The Closing of the American Mind, How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students is the particular reality I chose. Bowing to Bloom's penchant for paradox, I have selected the topic, "Keys to Keeping Both Doors and Minds Open."

The Closing of the American Mind is an essay by University of Chicago philosophy professor Allen Bloom in which he presents factors

conspiring to wreck the American university and, thus, higher education. Among these factors are relativism, divisiveness, and politicalization. Specifically, he finds students "flat souled" and faculty factious. We may be tempted to dismiss Bloom as anti-student, anti-feminist, racist and reactionary, but that dismissal would be a mistake.

Bloom's criticism of higher education has been rooted on the New York Times best seller list for over six months. For 15 straight weeks, the book topped the list. It sold over one-half million copies in hard cover. Bloom himself claimed to be "absolutely astounded"; he expected between 5,000 and 6,000 sales - mostly to people he knew (Bowen, 1987). Not only was a book about education unusual summer reading for so many, but other books about education were also in demand. This phenomenon could not be denied when, in December, Vogue Magazine proclaimed The Closing of the American Mind the least read best seller of 1987!

The amount of attention - even applause- accompanying such a grim book has intrigued reviewers. In The New Republic, Menaud explains Americans like to denigrate their culture. Bloom's book, he continues, "makes young people our scapegoats, so we can think ill of our culture without thinking ill of ourselves" (p.40)." Benjamin Barber writes in Harper's Magazine that Bloom assumes the philosopher's traditional guise of dissembling; Barber claims most readers have therefore missed Bloom's real message. According to the critic, "The Closing of the American Mind is not a book; it is a phenomenon; one of those mega-literary comets that dazzles without

being clearly seen, and thus mesmerizes its critics as it speeds across America's celebrity firmament." (p.61) In reality, Barber considers the volume "a totem for neo conservative assault on higher education, affirmative action, equal opportunity, rock music, the Sixties, the young and sex." (p.61)

To explain the book's appeal, Time Magazine credits a national yearning for the way we were. Sympathizers include young adults who feel educationally short changed and parents who worry about their children's competitive edge. Of all the critics, columnist Goodman offers the most common sensible explanation of the book's popularity. She sees the book as part of a consumer's revolt. She numbers herself among those parents concerned about the cost of college, as she confides she recently mailed a tuition check made out for the same amount as the down payment on her first home. "\$17,000 a year and they don't even read Plato..." she mimics. The text may be one professor's philosophical yearning for the Great Books tradition of liberal arts, but according to Goodman the subtext reads, "Warning - today's education isn't worth the money."

These interpretations tend to put educators on the defensive. One common reaction shared by both academicians and laymen borrows from the ad hominem argument. Bloom is described as a "cranky curmudgeon" who never listens to, doesn't deserve, and actually hates his students (Goodman, 1987; Kohn, 1987; Menuad, 1987). Yet, there is evidence of Bloom's affection toward his students. Bloom dedicates the book to his students, thanks his students, acknowledges his thirty years teaching experience, and seems to take pride in

asserting his book is written from a teacher's perspective.

"Potential" is his operative word for describing students. When Bloom reminisces about his own initiation to the University of Chicago, he communicates the awe and wonder he would like to grant freshmen:

When I was fifteen years old I saw the University of Chicago for the first time and somehow sensed that I had discovered my life. I had never before seen, or at least noticed, buildings that were evidently dedicated to a higher purpose, not necessarily to utility, not merely to shelter or manufacture or trade, but to something that might be an end in itself...

...For me the promise of these buildings was fully kept...A great university presented another kind of atmosphere, announcing that there are questions that ought to be addressed by everyone but are not asked in ordinary life or expected to be answered there. (p. 243-244)

There is an engaging, if naive, simplicity in Bloom's wish to recapture the university's true purpose, the eternal and lasting questions, the cloistered community of scholars, the friends mutually dedicated to discovering "essential being" - he wants all this for students he imagines tense with both intellectual and physical passion. Bloom doesn't hate his students; he wants his remembered best for them.

Unfortunately, as he himself affirms, Bloom acknowledges only one third of the students, and his beneficence extends to them only. He classifies students into three groups and honors the third he senses are thirsty for knowledge, those who long to become autonomous individuals. His elitism surfaces through his regrets about democracy. Democracy blurs distinction. Equality dictates "college is for everyone," leaving no one really special at Harvard, Yale or

Princeton (p.89). This "democratic blindness" tyrannizes by removing possibilities; it stifles the natural impulse of the soul to fight to be first (p.249-251,329). The failure to perceive differences is the result of being homogenized.

Consequently, students are the same, and they are "nice." Their lack of prejudices aggravates Bloom because it demonstrates their tolerance, their inner directedness, and their sliding scale values. He sees contemporary students as Woody Allen's Zelig, blending in everywhere, "going with the flow" and defending "different strokes for different folks" (p.42,35). This anguish over relativism explains Bloom's appeal to those conservative minds who appreciate "the fixed and true" (Kohn, 1987, p.71). Here, using paradox, Bloom makes his case that this openness is counterfeit: "What is advertized as a great opening is a great closing" (p.34). He explains two opennesses: the false one is only indifference, while the true one is the quest for knowledge and certitude. He indites the ignorance resulting from false openness:

We are like ignorant shepherds living on a site where great civilizations once flourished. The shepherds play with the fragments that pop up to the surface, having no notion of the beautiful structures of which they were once a part. (p.239)

The remedy, according to Bloom, is to close the door opened in the 1960's. "True openness means closedness to all the charms that make us comfortable with the present" (p.42). Bloom's critic Benjamin Barber sums up Bloom:

Faced with the news of God's death and Truth's uncertainty, mass man in America has simply put his soulless self in God's place, to the peril of learning, philosophy, and civilization. The demise of authority engenders the Revolt of the Masses, whose trivialized mass

culture is at war with everything noble and good. Virtue gives way to utility, reason to passion, good to self-interest (p.63).

Barber continues sardonically, "...because the masses are constitutionally unfit for philosophy, the Truth leaves them defenseless and renders them dangerous" (p.63) What Bloom recommends, according to Barber, is closing the university to the masses.

Surely, this turning back of the clock is inappropriate. Blaming affirmative action for creating dissension on campus, feminism for discrediting great works of literature and politics for invading the ivory tower is inappropriate. Ironically, as Bloom is calling for the Great Books curriculum of Robert Hutchin's University of Chicago in the 1930's, Stanford University's Committee on Undergraduate Studies is approving works of women, minorities, and persons of color for the required Western Culture core. Dropped in 1969, the Western Culture requirement of 15 influential works was reinstated in 1980. Now, its proposed modification to reflect the contributions to culture by women and minorities is considered a normal progression. The Stanford task force on Cultures, Ideals and Values reports that "central to the liberal education of Stanford undergraduates should be the study of diverse ideas and values that have shaped the kind of people we are and the kind of society in which we live" (Beyers, 1987).

In addition to a reactionary view of students and curriculum, Bloom implies a reactionary concept of reading theory. According to Pearson (1988), Bloom would put meaning back into the text itself.

Instructors would teach students the one true meaning from the pages of their books. So much for constructionism.

For developmental educators and learning assistance professionals who have helped open doors for so many students, Bloom's prescription is hard to understand. Yet the hold his book and other books with similar messages have on the public cannot be denied. The return to the liberal arts curriculum (Cohen and Brawer, 1987) and the adoption of the core curriculum reflect this conservative trend. George Will, in a column for Newsweek, asks teachers to transmit "the achievements of the giants of other generations, on whose shoulders we stand" (p. 96).

But I have been trying to talk you out of dismissing Bloom entirely. Perhaps there are lessons to learn from Bloom. A less defensive posture allows an honest look at Bloom and consideration of three criticisms of higher education: relativism, divisiveness, and politicalization. How do they apply to us? We are the ones who must keep the door of opportunity open for our students without closing minds. Within these categories of criticism may lie possibilities for keeping both minds and doors open. The first area is relativism. Bloom argues that students have no sense of the good and the true; for them, the world is level. We heard William Perry describe student's intellectual and ethical development in his keynote address, "Personal Evolution in Learning to Learn," delivered at the annual WCRLA conference two years ago. In his study of Harvard and Radcliffe students, Perry documented stages of development. Students may progress from a dualistic world view, where they accept diversity

and uncertainly, to a personal commitment, which informs their own lifestyle. Thus, they evolve from accepting all information as equally valid to using acquired knowledge to choose from among alternatives (Perry, 1985). We can help our students reach higher stages of intellectual development (Maxwell, 1979, p.204-209).

What we teach can be construed as relative. We teach a content free curriculum. We are managers of learning (Cohen, 1987). The course content itself is irrelevant; we teach students how to learn. We do skills. While we do not support teaching a glob of unsynthesized content, we know Jeanne Chall maintained world knowledge is essential to developing reading and writing skills (Hirsch, 1987,p. 4). Schema theory and critical theories such as constructionism support the importance of learning specific content (Mulcahy, 1987; Blais, 1988). If cultural literacy or a shared cultural vocabulary (Hirsch, 1987) has merit, we might contribute to our colleges or universities by joining forces with content area faculty, emphasizing programs in writing across the curriculum and reading in the content areas. We might promote the transfer of skills to specific disciplines and avoid the fragmentation that comes from treating skills in isolation. This might be our approach in teaching critical thinking and problem solving skills as well.

Besides our students and our course content, we ourselves promote our value free image. Many of us operate like mercenaries on our campuses. Without considering the merit of a student's objective, we hired guns enlist in the battle to help achieve any goal. Whether the skirmish is psyching out a professor, anticipating exam

questions, or getting a grade, when we go to war, we take no prisoners. Perhaps for our learners, we could be more thoughtful role models.

Another criticism found in Bloom's essay and the second key to consider is divisiveness. This he asserts results from departmental squabbling and ends in destroying the campus community. Typically, we have worked on our campuses in basements, trailers, and temporary buildings with students other faculty do not like or have given up on. (Cohen, 1987; Enright and Kerstiens, 1980). We may not participate in our college's culture (Tierney, 1988) or even pledge allegiance to the college mission. We tend to see ourselves apart from that culture and find we have more in common with one another than with faculty from our own institutions. Perhaps we could work more with faculty in order to offer classes which bring reading and writing together (Lewis, 1985; Lewis and Carter-Wells, 1987). We could take part in presenting packaged classes which include learning skills, tutoring, and a content area class. We could even team teach with our colleagues.

Besides our own role on campus, we also have a divisive view of students themselves. We subscribe to individual differences. We celebrate the differences among our students and individualize instruction - both ours and our colleagues'. Yet, not all evidence supports mastery learning, the foundation of our individualized instruction movement (Hagstrom, 1977; Arlin, 1984). The new wave of outcome testing may harm individuals who learn separately and programs that feature differences. Even though we try to hold

instructional goals constant, we are learning content and delivery can be confounded. Most testing methodology assumes commonalities.

Perhaps, besides differences, we could also focus on similarities our students share.

The third area in Bloom's Closing of the American Mind that merits considering is political intrusiveness. The politicalization of the university was Bloom's reason for blaming the civil rights movement of the 1960s for destroying the university. We pander to society, in our own way. When we hesitate to get involved in local testing decisions or when we react by "teaching to the test," we allow those tests to drive curriculum. We forfeit our own expertise and lose the future to factors external to our colleges and universities.

We bury our vision too readily when we are faced with procedural challenges. We focus on logistical problems related to each campus' political process rather than on the findings of academic research (Cohen and Brawer, 1987). For example, abandoning the promise of adjunct courses (Elliott and Fairbanks, 1986; Sanidad, et al., 1986), supplemental instruction, or integrated courses (Denman, 1985) is nearly always due to cost factors - not to effectiveness. Perhaps we could be more creative and resourceful when we stand our ground as developmental educators and learning assistance professionals.

These then may be the blossoms in Bloom. These may help save us from Bloom and doom. Even though his elitist agenda is inappropriate,

Bloom has successfully garnered a new audience and renewed a spirited

dialogue on education. We can find allies among the public, recognize the new conservatism for what it is and heighten our contribution to our own colleges and universities. We can share the keys to knowledge and we can improve higher education without closing doors.

Thank-you.

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Brigham Young University

Student Life
Counseling and Development Center

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment CC
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March 15, 1988

Gwyn Enright
Academic Skills Center
College of Arts and Letters
San Diego State University
San Diego, CA 92182-0422

Dear Gwyn:

I am going to have a problem making any of the times you suggested when the board is meeting. My flight is scheduled to arrive in Sacramento at 11:30 a.m. on March 23rd. I checked for an earlier flight that day, but there were none available. I will be unable to arrive a day earlier in Sacramento because of class schedules on campus and budget limitations in my department. My departure from Sacramento will be 4:30 p.m. Saturday, which will not give me much time, if any, after 2:00 p.m. on Saturday. I will try to make part of the Saturday meeting, but as a precaution I am sending you the following written report.

With the Spring 1988 issue of the WCRLA Newsletter I finally got the publication into a form that I am satisfied with. I have made very little change from the format followed by Jane Hopper in previous volumes, but that is because I liked what she was doing. Basically I am depending upon the following features for the Newsletter:

1. A regular article from the president and from the president-elect.
2. Regular articles from the state/regional directors, submitted on a rotating basis according to the wishes of the directors as negotiated each year at the state directors' meeting at our conference. (In this respect, I have written to the directors asking them to be thinking about when they want to submit materials. I would like opportunity at their dinner to have a sign-up sheet circulated for them to indicate their choice of issue.)
3. A regular feature of SIG news. I have also written to the SIG leaders asking for a similar response, which I will gather at the convention or by mail if I do not make contact with all of the SIG directors.

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Page Two

4. A regular book and published materials review column edited and mostly contributed by Jane Hopper, who has agreed to do this for the Newsletter. In conjunction with this column I am regularly reminding WCRLA members to send their own professional materials to Jane for review.
5. An evaluations column. The evaluations column has not appeared in the last year, apparently because of a misunderstanding between Carol Walvekar and me. Because of Carol's recent election to the WCRLA board, we may have to make some adjustments for evaluations editor, but I am in touch with her by correspondence and will talk to her further at the conference.
6. A sometimes-inclusion of ERIC Abstracts. These are submitted to me regularly, and I include them when there is space. Because of conference information in the last issue, I did not include ERIC Abstracts but have them available for use in the next issue.
7. Conference News. The Newsletter should have something about the annual conference in every issue. First should come a report in the Summer issue of election results which were reported at the conference; pictures of the newly elected officials, reports on activities of the conference, including a double-paged picture spread of work and fun, and a written report of the conference, prepared by the former president-elect, now president of the association or by the conference committee chair. The Fall issue should have preliminary information about the next conference, at least enough to keep the conference in the minds of members. The Winter issue should contain all of the specific information necessary for members and others to make intelligent choices as they register for the conference. Finally, the Spring issue should feature the keynote and other major speakers at the conference as well as outline the exciting activities to take place in the conference location. Registration materials first printed in the Winter issue should be repeated in the Spring issue.
8. Occasionally special articles should be included in the Newsletter, articles such as "Truth and Critical Thinking" by Jerry Fishman that appeared in the most recent issue. I chose to run this article because of the critical thinking requirement that has been placed on teachers in California schools. In short, critical thinking has become a critical issue among our membership at this time.

March 15, 1988
Page Three

This year's Newsletters were 12 pages long, except for the Fall issue, which was only 8 pages. I would like to be in a position where I would have sufficient materials to justify 12 pages for every issue, with perhaps 16 pages for the Summer issue. I will estimate budget for this kind of expansion when the budget estimates are due for the Summer board meeting.

The biggest problem I have had this year has been adhering to deadlines. The best results I had were with the Spring issue, which was only about a week behind the deadline. Even then I was unable to include an extra article which you (Gwyn) sent to me along with your presidential article. I anticipated the presidential article, but I had committed to the printer sufficient material to make it impossible to make the adjustments necessary to get that extra article in.

The greatest deadline difficulty I had was with the Winter issue, which went out so late that it got mixed up with Christmas mail and suffered an additional delay, putting the Winter and Spring issues about a month apart in publication. Most of the delay was because of difficulties getting the conference information that was absolutely essential to that issue, compounded by additional difficulties which were directly attributable to what I consider to be extremely poor service from the hotel that we selected for this year's conference. I don't know how to solve the problem of people ignoring deadlines except to make a strong plea for everybody to realize that there comes a time when deadlines are inviolable. My willingness to stretch the deadlines to get information is the result of my feeling the Newsletter should be for the members; therefore news is more important than deadlines. However, there comes a time when the deadlines get so late that we might as well skip an issue.

I have thoroughly enjoyed this assignment and hope that you will see fit to allow me to continue at least for another year. (Actually I want five more years, until my retirement from B.Y.U.) My health is basically good after a rough time with back surgery, and I think that things should go much more smoothly in the coming year than they did in the past year. I will be at the conference, although not during the times of your board meeting. Therefore if there are any questions or problems, I will be available to talk with you about them. I will submit a budget in time for your Summer planning meeting.

Sincerely,



Wayne R. Herlin, Editor
WCRLA Newsletter

Encl.

March 21, 1988

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment DD
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Gwyn Enright, President
Western College Reading & Learning Association
Academic Skills Center
San Diego State University
San Diego, CA 92182

Dear Gwyn:

I look forward to meeting with the Board on Saturday at 2:00.

In reporting the activities of the Awards and Scholarship Committee for the 1987-88 year, I have the following information for your records.

1. Carole Bogue, Michael O'Hear, Carol Walvekar, and Gail Youngquist served with me on the Awards and Scholarship Committee this year.
2. Fund raising for the scholarship fund has been coordinated with Nancy Tooker, the On Site Conference Manager. Activities planned include a Wine Tasting Party, a WCRLA Tee Shirt sale, and a raffle.
3. The committee reviewed applications for the Scholarship, the Research Assistance Award, the Distinguished Research Award and nominations for the Long & Outstanding Service Award. We recommend that the following individuals receive this year's awards.

WCRLA Scholarship (\$500.00): **Beverly Lou Walden Graham**

Beverly is working toward her Doctorate in Education at the University of New Mexico. Her major area of study is Developmental Adult Education, and she is currently piloting a study dealing with cultural differences, self-assessment, and retention. In addition to her activities as a graduate student, Beverly works on campus as a writing specialist and a learning skills instructor. It is clear from Beverly's scholarship application that her interests are well matched with the mission of WCRLA, and her recommendations show that she is already an active contributor to our field. We are pleased to support her professional development.

Research Assistance Award (\$250.00 awarded at beginning of project, with another \$250.00 awarded upon its completion): **Joyce A. Ritchey and Diane J. Starke**

Diane and Joyce propose research that will compare two methods of teaching reading to community college students. Titled HERMANN Holistic Evaluation of Reading Magazines and Newspapers/Novels, the study will investigate whether holistic or isolated skills methods are most effective

with their Hispanic student population in El Paso Community College. Specifically, the research will determine which method yields greater gains in reading achievement, causes greater improvement in students' attitudes toward reading, and contributes to greater student retention in developmental reading classes. The proposed research will take place during the Fall 1988 semester, and we are pleased to contribute our support.

Distinguished Research Award (honorarium of \$100.00 and plaque):

Michael O'Hear

In the October 1987 issue of Research in the Teaching of English, WCRLA member Michael O'Hear co-authored an article with Richard Ramsey and Valli Pherson titled "Location of Main Ideas in English Composition Texts." The research of these three authors investigated whether the clues that we often teach students to help them locate main ideas in textbook material were actually effective. In the past few years such teaching has been questioned, with some individuals concluding that such clues work only with reading improvement textbooks. In this study, Michael O'Hear and his colleagues examine the efficacy of main idea clues in four English composition texts. Their work demonstrates that the clues are valuable aids for unlocking meaning in academic texts. The evidence presented in this research has significant impact on our work with students, and we wish to recognize Michael O'Hear's contribution to our profession.

Long and Outstanding Service Award **Karen Smith**

(Three letters recommending Karen Smith for this award are attached)

I would be glad to discuss the committee's recommendations as well as our efforts with the Board. In addition, I would like to discuss a new possibility for fund raising in the future. I look forward to meeting with you soon.

Sincerely,



Joyce Weinsheimer, Chair
Awards and Scholarship Committee

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HERMANN:

**Holistic Evaluation of Reading Magazines
And Newspapers/Novels**

**A Proposal
Presented to**

Western College Reading & Learning Association

**Joyce A. Ritchey
and
Diane J. Starke**

**El Paso Community College
P.O. Box 20500
El Paso, TX 79998
December, 1987**

HERMANN: Holistic Evaluation of Reading
Magazines And Newspapers/Novels

The holistic approach teaches reading as a combination of skills rather than a series of isolated skills. In a few cases, this approach utilized news magazines, newspapers, or novels as instructional materials for teaching college developmental reading students. Baechtold, et al (1986) finds news magazines versatile and a natural vehicle for teaching reading comprehension because each article may require a different combination of reading skills. Also, Frager and Thompson (1985) support the use of a news magazine in college developmental reading classes for developing the skills of summarizing, synthesizing, and critical thinking. Hayes (1987) reports that developmental reading students who used news magazines and a novel made significant improvements in reading comprehension. These students also discovered the success and pleasure of having read a complete novel. Ammann and Mittelsteadt (1987) state: "Students often approach standard skills materials carelessly and without interest... even interesting topics usually fail to involve students in the assignment." For these reasons, the authors began using the newspaper and highly recommend this approach for developing comprehension, vocabulary, and motivation. Beals (1984) reports that students who used newspapers more consistently showed more positive changes in newspaper reading behavior, in attitudes toward newspapers and in their interest and knowledge of current events than did students

who had little or no exposure to newspapers in the classroom. Mazur-Stewart (1986) reports a statistically significant attitude improvement after exposure to popular paperback books.

Statement of the Problem

For the past 15 years at El Paso Community College, we have taught developmental reading classes using the isolated skills approach where reading is taught as a series of skills. Students are taught to find main ideas in paragraphs, then major and minor details, then inferences, etc. We are not teaching students to think of reading as a combination of these skills; they do not view reading as a holistic process. We have used different textbooks and a variety of lab materials in our developmental reading classes, but many students are unmotivated and uninterested. In addition, we are dubious that the skills taught in isolation do indeed transfer to "regular" reading material.

As the review of literature indicates, others have found the holistic approach effective. However, there has been no research conducted on a comparison of the two teaching methods. This research will attempt to answer the following questions:

- 1) Which method (holistic or isolated skills) is more effective for teaching reading skills at a large community college with a predominant Hispanic population?

- 2) Which method will yield greater gains in reading achievement?
- 3) Which method will show greater improvement in students' attitudes toward reading?
- 4) Which method will yield greater student retention in developmental reading classes?

Procedures/Methods

HERMANN: (Holistic Evaluation of Reading Magazines And Newspapers/Novels), as our research project is entitled, will consist of two READ 3108 classes (approximately 70 students) using TIME magazine, the El Paso Herald-Post, and a student-selected novel to improve reading comprehension. These classes will focus on the holistic approach to reading using cognitive operations and thinking strategies in exposure to relevant local, national, and international events as well as individual students' special interests.

The other group of classes (70 students) will use the regular college textbook adopted for READ 3108 which emphasizes isolated skills such as main idea, details, context clues, etc. These students will also use the materials in the College Reading Laboratory.

The two groups (holistic and isolated skills) will be relatively comparable in their reading abilities at entry because READ 3108 is designed for students reading between 8th and 10th grade levels as measured by the Nelson-Denny Reading Test Form E (pre-test). Students in both groups will

be post-tested at the conclusion of the semester with the Nelson-Denny Reading Test (Form F) to measure reading achievement. An analysis of covariance will be applied to compare the pre- and post- test scores, with the pre- test as the co-variate and the post-test as the dependent variable. We will be looking for an F-statistic with a probability greater than .05.

Students in both groups will also complete a pre- and post-reading attitudinal questionnaire (to be developed as part of this project). An item analysis will be conducted followed by a narrative analysis of pre-and post- data patterns.

All students' attendance will be monitored closely so that retention data for the two groups can be compared. If/when students stop attending or drop the class, they will be contacted to determine the reason.

This study will take place during Fall semester, 1988. The data analysis will be completed by January 31, 1989

Implications

We hope that our research yields these implications:

- 1) Immersion in reading a news magazine, newspaper and a novel can result in greater reading comprehension than isolated skills instruction.
- 2) Students develop reading habits and interests in current events that will continue after the reading class is completed.

- 3) The holistic reading process and increased knowledge relates to and transfers to students' areas of study.
- 4) Attitudes toward reading become more positive as students become independent and successful readers.
- 5) Individuals' cultural literacy is increased as they are exposed to a variety of subjects and writing styles.

ITEMIZED BUDGET

35 subscriptions to TIME Magazine.....	\$245
35 subscriptions to El Paso Herald-Post.....	\$ 42
Duplication.....	\$ 95
Computer Supplies (ribbons, paper).....	\$ 58
Audio-Visual.....	\$ <u>60</u>
TOTAL	\$500

REFERENCES

- Ammann, Richard and Suzanne Mittelsteadt. "Turning on Turned Off Students: Using Newspapers with Senior High Remedial Readers." Journal of Reading, vol. 30 (May, 1987) pp. 708-715.
- Beals, Paul E. "The Newspaper in The Classroom: Some Notes on Recent Research." Reading World, vol. 23 (May, 1984) pp. 381-382.
- Baechtold, Shirley, Culross, Terrell O. and Gwendolyn Gray. "The News Magazine in the College Reading Classroom." Journal of Reading, vol. 29 (January, 1986) pp. 304-310).
- Fragar, Alan M. and Loren C. Thompson. "Teaching College Study Skills with a News Magazine." Journal of Reading, vol. 28 (February, 1985) pp. 404-407.
- Hayes, Christopher G. "Teaching Basic Reading to Basic Writers." Journal of Reading, vol. 31 (November, 1987) pp. 100-108.
- Mazur-Stewart, Marianne. "Bringing Sustained Silent Reading to Developmental Readers." Journal of Developmental Education, vol. 10 (November, 1986) pp. 20-22.

R E S U M E

Joyce A. Ritchey

10312 Byway Drive
El Paso, TX 79925
(915) 598-5210 (Home)
(915) 594-2495 (Work)

E D U C A T I O N A L B A C K G R O U N D

Bachelor of Arts in Education, University of Texas at
El Paso, 1970.

Master of Education, Reading Specialist Certification,
University of Texas at El Paso, 1980.

Laubach Literacy Action Tutor Certificate, 1985.

T E A C H I N G E X P E R I E N C E

1980-Present: Instructor, El Paso Community College. 3 1/2
years part-time, 3 1/2 years full-time.
Teaching developmental reading, critical
reading, ESL reading, and spelling.
Voted Outstanding part-time instructor, 1984.
1986-87 served as Reading Discipline
Coordinator which included administrative
duties as well as instructional. Some
functions include: evaluating faculty,
division/discipline committees, in-service
training workshops, monitoring part-time
instructors on/off campus, developing new
courses, developing/revising outlines and
syllabi.

1970-1980 Ysleta Independent School District.
Scotsdale School, Grades 3 and 4.
Eastpoint School, Grade 1.

P R O F E S S I O N A L O R G A N I Z A T I O N S

International Reading Association (Local, State, National)
Literacy Committee Chair
National Education Association
Texas State Teacher's Association
Texas Faculty Association
Western College Reading and Learning Association
SIG--Critical Thinking
Texas Association of Developmental Education
Laubach Literacy Action

COMMUNITY INVOLVEMENT

Paso Del Norte Literacy Council
Board of Directors, Secretary
Tutor Trainer, Laubach Literacy Action
El Paso Literacy Coalition
St. Paul's United Methodist Church
Executive Committee, Chair
Sunday School Teacher
Eastwood Heights PTA
Roommother
American Heart Association
Administrative Volunteer

PRESENTATIONS/PAPERS

Western College Reading and Learning Association
Albuquerque, 1987

Texas Association of Developmental Education/Western College
Reading and Learning Association
San Antonio, 1986

RESEARCH

Nelson-Denny Reading Test vs ASSET
Nelson Reading Test vs Nelson Skills Reading Test
Nelson-Denny Reading Test vs Degrees of Reading Power Test
ESL EXPO

REFERENCES

Diane J. Starke
10217 Buckwood Drive
El Paso, TX 79925
(915) 592-4481

Reta Booth
8812 Turrentine
El Paso, TX 79925
(915) 778-0802

Dr. Dennis Brown
El Paso Community College
P.O. Box 20500
El Paso, TX 79998
(915) 757-5014

DIANE J. STARKE
10217 Buckwood Drive
El Paso, Texas 79925

Residence: (915) 592-4481
Business: (915) 594-2461

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ADMINISTRATIVE EXPERIENCE

El Paso Community College, El Paso, Texas

Satellite Center Liaison, 1987-present

- Provide an instructional link between off-campus teaching sites and the Division Office.
- Monitor instruction and give assistance to faculty.

Reading Discipline Coordinator, 1979-1982, 1986-present

- Monitor campus/off-campus instruction.
- Evaluate faculty.
- Conduct discipline meetings, set agendas, and distribute minutes.
- Monitor purchase requisitions and inventories.
- Troubleshoot faculty/student problems.
- Communicate alternative teaching/learning approaches to faculty.
- Conduct orientation workshops for new faculty.
- Evaluate credentials and interview prospective instructors (full-time and part-time).

Coordinator, Master Teacher Project, 1983-1985

- Organized and implemented this professional development project for 29 colleagues.
- Evaluated the project each semester.

Administrative Intern, Instructional Resources, 1982

- Coordinated and evaluated EPCC's initial effort in Computer Assisted Instruction.

TEACHING EXPERIENCE

El Paso Community College, El Paso, Texas

Instructor, 1972-present

- Teach classes in study skills, critical reading, ESL reading, developmental reading, basic composition, and ESL Speech.
- Established original EPCC Reading Lab, 1972-1973.
- Created course outlines and syllabi for six courses.

Laubach Literacy Action, Paso del Norte Literacy Council, El Paso, Texas

Volunteer Literacy Tutor, 1985-present

Tutor Trainer, 1986-present

- Present training sessions to prospective volunteer literacy tutors from the community.

Parchment Public Schools, Parchment, Michigan

Teacher, Grades 1 and 2, 1969-1972

EDUCATION

BA, Michigan State University, 1968.
MA, Western Michigan University, 1972.
15 hours earned toward PhD at New Mexico State University.

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PROFESSIONAL AFFILIATIONS

Western College Reading and Learning Association
Texas Association of Developmental Educators
International Reading Association, Texas State Council, El Paso County Council
- Member of EP Council Literacy Committee
National Education Association, Texas State Teachers' Association, Texas Faculty Association
National Institute for Leadership Development
Laubach Literacy Action

COMMUNITY AFFILIATIONS

President, Paso del Norte Literacy Council
Board member, El Paso Literacy Coalition
Eastwood Knolls Parent Teacher Association
First Presbyterian Church
El Paso Friends of Folk Music

PUBLICATIONS

Reading 3104: Study Skills Units. Des Moines: Kendall Hunt, 1979.

RECOGNITION

- Chosen by FIPSE and AACJC as a "Leader for the 80's," an administrative internship for women, 1982.
- Nominated by EPCC for Minnie Stevens Piper Award for Excellence in Teaching, 1983, 1987.
- Voted "Outstanding Instructor" by students at the Valle Verde Campus, EPCC, 1983.
- Presented papers at several conferences, 1981-present.

REFERENCES

Dr. Dennis Brown, Division Chair
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 757-5014

Ms. Joyce A. Ritchey
Reading Instructor
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2495

Dr. Leila Smith
Dean of Arts and Sciences
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 757-5102

Western College Reading & Learning Association
Scholarship Application

Due Date: January 15, 1988

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Name: Graham, Beverly Lou Walden
Last First M.I.

Address: 2 Junction Lane, Durango, Colorado 81301
Street City State Zip

1. I verify that I am a full time *graduate* student:
a. Name and location of institution: University of New Mexico
b. School and/or department: Educational Foundations
c. Major area of study: Developmental Adult Education
2. What is the goal toward which you are working? I am working toward a Doctor of Education degree. I have found that every course I have taken has helped me do a better job teaching and tutoring at the Learning Assistance Center. I plan to continue working with developmental adults in a teaching capacity while increasing the research studies I have begun to develop.

3. Your graduate "Course of Study" Plan:
Please indicate after each course listed whether it is completed (C), needs to be taken (N), or is in progress (P).
See attached form.

4. Please describe succinctly any volunteer community and/or campus service(s) you have performed which are pertinent to the field of learning facilitator
I work on campus as a writing specialist. In that capacity I teach and tutor developmental college students in an effort to mainstream them into 100 level freshman composition seminar classes. Many of these students are nontraditional and/or minority students. I also teach a learning skills course.

5. Work history data pertinent to the field of learning facilitation (most recent first):

Position	Employer	Inclusive Dates
Writing Specialist	Fort Lewis College Intercultural Department Learning Assistance Center	1977-1987

6. Professional and/or student organizations to which you belong:
Western College Reading and Learning Association
Association of Business Simulation and Experiential Learning
Phi Delta Kappan
7. Please list the years that you were a WCRLA member and note contributions you have made to WCRLA.
I have attended the conferences held in Colorado and New Mexico since 1984.

8. Professional meetings you have attended in the last three years (please list approximate dates):

ABSEL - winter 1985, Orlando WCRLA - spring 1987, Albuquerque
WCRLA - winter 1985, Denver WCRLA - fall 1987, Colorado Springs
WCRLA - fall 1987, Albuquerque

9. Please indicate briefly what you feel WCRLA can do for you.

WCRLA has provided me with fresh ideas to use in the classroom and the support necessary to carry on developmental work. Contact with others in the same field has been most beneficial.

10. Please indicate briefly what you will contribute to the field of learning assistance/reading/developmental education, and/or tutoring services.

I am working with the Learning and Study Skills Inventory, piloting a study dealing with cultural differences, self-assessment, and retention. Additionally, I have experimented with critical thinking approaches in writing classes and problem solving in learning classes. I hope to share this information with others in written form and/or orally.

11. Attached are all documents, transcripts, etc. which verify my grade point average for both undergraduate and graduate work.

BH

Initial

12. I hereby acknowledge that I am a current WCRLA member.

BH

Initial

13. I have not previously received a WCRLA scholarship and understand that if I have, I am not eligible to receive another such award.

BH

Initial

14. Attached are **three** recommendations from faculty and/or supervisory personnel who have knowledge of my experience in the areas related to learning facilitation.

BH

Initial

15. I understand that this application must be fully completed; that all pertinent documents, transcripts, and recommendations must be attached; and that the entire application package must be sent directly to the WCRLA chairperson no later than January 15, 1988.

BH

Initial

Should I be selected as a recipient of a WCRLA scholarship, I understand that the announcement will be made at the next spring conference of the organization and the scholarship award will be sent to me upon evidence of enrollment in the graduate program. Furthermore, I agree to submit a written summary of progress in my graduate program to the Board of Directors by March 1 of the following year. I certify that all information herein and attached is correct and complete to the best of my knowledge and belief. I understand that any false or misleading statement or omission of material may be sufficient cause to disqualify this application.

Signature Beverly L. Graham Date January 11, 1988

If you are a scholarship recipient, would you like to give a presentation (workshop, paper, etc.) at the next WCRLA conference? Yes Your response to this question in no way affects your eligibility for a scholarship.
If possible.

Mail to: Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422 (612)624-1666

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PROGRAM OF DOCTORAL STUDY

Please list, in the proper section, all courses offered toward degree requirements.

I. TRANSFER CREDIT FROM OTHER INSTITUTION AND/OR UNM MASTER'S PROGRAM (not to exceed 30 semester hours; exceptions may be made for Education majors).

Dept. & Course Number	Title of Course	Credit	Grade	Sem. & Year	Institution
ED 492	Reading in the Content Area	2	A	S'80	Adams State
ED 492	Interpersonal Relations	2	A	S'80	Adams State
ED 492	Crisis Management in Classroom	2	A	S'80	Adams State
* ED 492	Individualized Instruction	2	A	S'80	Adams State
LS 521	Media Selection	2	A	S'81	Adams State
* Hist 499	Contemporary Women's Issues	2	A	S'81	Adams State
ED 492	Media Use and Mgt. Elem./Sec.	2	A	S'81	Adams State
* ENG 365	Ethnic and Minority Lit.	3	A	S'81	Adams State
ED 508	School Law	2	A	S'81	Adams State
ENG 379	Workshop in Writing	2	A	S'81	Adams State
ED 584	Sec. Curriculum/Instruction	2	B	S'81	Adams State
ID. 503	Intro. to Research	2	A	S'81	Adams State
Sp. Ed. 492	Rec. Classroom Mgt. for Exceptional Child.	1	A	S'82	Adams State
ED 479	Current Issues in Education	1	S	S'82	Adams State
Psych. 479	Parent-Teacher Survey	1	S	S'82	Adams State
Hist. 579	Top Co Hist	2	A	S'82	Adams State

*Courses fulfilling requirements for Minor or Supporting Program

II. MAJOR PROGRAM. List all (other) graduate credit courses, and dissertation, completed or to be completed in major program at the University of New Mexico.

Dept. & Course Number	Title of Course	Credit	Grade	Sem. & Year	Instructor
EF 510	Seminar in Classroom Learning	3	A	Sp'87	Moellenberg
EF 501	Fund. Statistics in Education	3	A	Sp'87	Martinez
EF 603	Statistical Design and Analysis	3	A	Su'87	Wilde
EF 403	Principles of Educational Development				
EF 650	Dissertation Seminar	3		Su'87	Reste Atkins
EF 696	Internship	3		F'87 Sp'88	Deese
EF 598	Directed Readings ^{Education} Philosophy of Ed.	3		F'88	Zepher Martinez
EF 504	Mn/Fram Compu Use-Ed.	3		Su'88	Vierra, A.

(continue on next page)

CENTER FOR ACADEMIC PROGRAM SUPPORT

GENERAL LIBRARY, UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NM 87131 505-277-7208

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Joyce:

It is with great pleasure that I recommend Beverly Graham as a recipient of the WCRLA Scholarship. I supervised Beverly during the Fall 1987 semester when she completed a six-hour internship at Fort Lewis College in Durango, Colorado. Beverly has the unique opportunity to work with a large population of Native American students as well as with some Japanese students. I applaud Beverly's interest in a critical thinking approach to study skills instruction. I believe that she was several research possibilities from the work that she completed during her internship. Her academic interests are very well matched with the purpose and mission of WCRLA.

I have also known Beverly as a WCRLA member. I was pleased to see her at the Colorado State Meeting held in October 1987 in Boulder, Colorado. In my opinion, Beverly is engaged in the type of profession studies that will lead to her contribution of information to the Association.

If I can provide any additional information, please contact me at the address below. I fully support her scholarship application.

Sincerely,

Susan Deese
(Asst Prof of Librarianship/Adjunct Asst Prof Ed Fdn)
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico 87131

505-277-7208

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FORT LEWIS COLLEGE

January 7, 1988

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Dr. Weinsheimer:

Beverly Graham has asked that I write a letter supporting her application for a WCRLA scholarship.

I have worked closely with Mrs. Graham for ten years and have tremendous respect for her abilities. She was an English language instructor for Native American and foreign students for four years and for the past several years, she has been an instructor with the Learning Assistance Center.

In that capacity, Mrs. Graham has taught "Writing Lab," "Learning Skills," and has assisted numerous students in improving their writing skills. She has a teaching style that is most successful and non-threatening to struggling students. She instills a confidence that carries over to all areas of college academic life.

The research that Mrs. Graham conducts in relation to the area of learning facilitation will be most valuable to the students at Fort Lewis College. We have many who enroll each semester who do need developmental services, so her contribution will certainly make significant impact.

Sincerely,

Dr. Mary Jean Moseley, Director
Division of Intercultural Studies
Room 120 MSC, Fort Lewis College
Durango, Colorado 81301
(303) 247-7221

MJM:es

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December 22, 1987

Ms. Joyce Weinsheimer
Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Ms. Weinsheimer:

With this letter I am recommending that Beverly Graham be awarded the WCRLA scholarship. For the past five years Mrs. Graham has been the writing specialist in the Learning Assistance Center at Fort Lewis College. She is one of the most caring and conscientious teachers whom I have known. Two of her major responsibilities have been instructing a developmental writing class and a study skills class. The evaluations prepared by students in both these classes consistently are excellent. In addition, those students who enroll in freshman composition after working with Beverly have a better success rate than the average freshman.

I particularly appreciate Beverly because she continually seeks to improve herself and her class presentations. Last winter she began work on her doctoral degree at the University of New Mexico. This year in her writing class she revised the curriculum. She has earned the respect of her peers and her students.

I recommend Beverly Graham to you without reservation. She would be an excellent choice to receive the award.

Sincerely yours,



Robert P. Lundquist, Director
Learning Assistance Center

RPL:pm

ISSUED TO: STUDENT

THE UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico 87131

ACADEMIC RECORD OF GRAHAM, BEVERLY LOU 340307821
(LAST NAME FIRST) STUDENT NUMBER

ENTRANCE 2 JUNCTION LANE
ADDRESS DURANGO CO 00000
DATE OF BIRTH 02/04/36
ENTRANCE DATE 01/19/87 SEX FEMALE

DEPT	COURSE NO	COURSE TITLE	GR	CREDIT	POINTS	DEPT	COURSE NO	COU
SPRG	1967	GRAD-POST MASTER			340307821			
EDUC	572	TEACHING ADULTS	A	3	12			
CIMTE	402	TCH ENGL AS SEC LANG	A	3	12			
ED FDN	501	FUND STAT IN EDUC I	A	3	12			
ED FDN	510	SUM CLASS M LEARNG	A	3	12			
					SEM	12	48	4.0000
SUM	1987	GRAD-POST MASTER			340307821			
CIMTE	593	T/LITERACY-ADULT ED	A	3	12			
ED FDN	503	STAT DSGN/ANAL IN ED	A	3	12			
TOE	500	ADV INSTRCT STRAT	A	3	12			
					SEM	9	35	4.0000

340-30-7821 GRAHAM, BEVERLY LOU		1	GRAD	F		
FINAL FALL 1987						
COURSE NO	COURSE TITLE	SECTION	GRADE	CREDIT	GRADE POINTS	LEARNED HOURS
EDUC 571	THE ADULT LEARNER	001	1/	3		
ED FDN 696	INTERNSHIP	005	1/	6		
			SEM	0	0.0000	
			CUM.	21	64.0000	21

GRAHAM, BEVERLY LOU
2 JUNCTION LANE
DURANGO CO 81201

THE UNIVERSITY OF NEW MEXICO - OFFICE OF ADMISSIONS & RECORDS
ALBUQUERQUE, NEW MEXICO 87131

STUDENT GRADE REPORT
GRADE SYSTEM IS ON BACK

6

2

REMARKS

FACULTY ACTION

GRAHAM, BEVERLY LOU 340307821

NAME STUDENT NUMBER

OFFICE OF ADMISSIONS AND RECORDS

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Supplementary Information Concerning Transcript

Beginning with the fall semester 1977, credits are recorded in semester hours unless otherwise noted. One semester hour is equal to one recitation period for one semester of approximately 15 weeks. The normal student load per semester is 15 semester hours. A minimum of 120 semester hours of academic credit plus 4 semester hours in physical education activities is required with a Bachelor of Arts or Bachelor of Science degree. A minimum of 30 semester hours of credit at the graduate level is required for the Master of Arts degree.

Prior to fall semester 1977, credits are given in quarter hours unless otherwise noted. One quarter hour is equal to one recitation period for one quarter of approximately twelve weeks. The normal student load per quarter was 15 quarter hours. A minimum of 180 quarter hours of academic credit plus 6 quarter hours in physical education activities was required for the Bachelor of Arts degree. A minimum of 45 quarter hours of credit at the graduate level was required for the Master of Arts degree.

Key to Grades: Until 1933, the following system was used: E-excellent (3 honor points per credit); S-strong (2 honor points per credit); M-medium (1 honor point per credit); I-inferior (no honor points per credit); U-unsatisfactory (no honor points); Dr-dropped; Inc-incomplete. In 1933, the grading system was changed to the following: P-passed; U-unsatisfactory; Inc-incomplete; Dr-dropped. No honor points were given. In 1934, the grading system was changed to: A-superior (3 honor points per credit); B-above average (2 honor points per credit); C-average (1 honor point per credit); D-below average but passing (no honor points); F-failure; Inc-incomplete; W-withdrawal nonpunitive; WA-approved withdrawal; WU-unapproved withdrawal; WP-withdrawal passing; WF-withdrawal failing. In 1948, the honor point system was changed to: A-4 credit points per hour; B-3 credit points per hour; C-2 credit points per hour; D-1 credit point per hour; F-0 credit points; CR-credit earned; S-satisfactory; U-unsatisfactory; NCR-no credit earned; NCD-no credit desired; AUD-audit. **S grades received in any education class are considered a C or above.** Beginning fall 1978, withdrawals are given a "W" grade (with no penalty). Beginning summer 1982, the following changes were made: IN-Incomplete; NC-No credit.

Repeated courses are lined through and indicated with an 'R.' Only the last repeat is considered a part of the student record.

Courses numbered 100 and 200 are lower division; courses numbered 300 and 400 are upper division; courses numbered 500 and 600 are graduate courses.

Undergraduate courses with an asterisk at the end of the line are taken for graduate credit. Beginning with spring quarter 1972, graduate credit is indicated after the course department and number as 'GR.'

Beginning with the summer quarter of 1975, the following conditions were printed for graduate classes: (1)GR-R-D Graduate work taught by resident faculty, course may be used for degree credit; (2)GR-R-N Graduate work taught by resident faculty, course may NOT be used for degree credit; (3)GR-A-D Graduate work taught by adjunct faculty, course may be used for degree credit; (4)GR-A-N Graduate work taught by adjunct faculty, course may NOT be used for degree credit.

Each student is entitled to one free transcript. Additional copies are \$2.00 each.

Course ID	Student Name	Term	Grade	Credits
42095	GRAHAM BEVERLY LOU	SUMMER TRM 1981	FNE A	4.0
4157	499 GR-R-D	CNTMP WOMENS ISSUES	#1.0	1.0
4246	S1	13.0 15.0 16.0 50.0 58.0 62.0	13.0 15.0 16.0	
440-20-7821	GRAHAM BEVERLY LOU	SUMMER TRM 1982		
417	576 R-D	TOP COLO HISTORY	2.0	8.0
4180	472 GR-R-D	PARENT-TEACH SUR.	1.0	0.0
419	479 GR-R-D	CURR ISSUES IN ED	1.0	0.0
4250	492 GR-R-D	REC CLSRM MGMT EX CH	2.0	8.0
			6.0	

1 Sem. Hr. Credit—1 Rec. Per Wk. for 16 Wks. A—Marked Superiority; B—Above Average; C—Average; D—Below Average; F—Failure; INC—Incomplete; W—Withdrawal, No Penalty. Honor Points per Credit Hr. and Grade: A—4; B—3; C—2; D—1; NCD—No Credit Desired; S—Satisfactory; U—Unsatisfactory; CR—Credit Earned;

GRAHAM, BEVERLY L.
B.A. DEGREE:
CURRICULUM PATTERN:
SCHOLASTIC INDEX:

7/23/82
SECONDARY EDUCATION - ENGLISH:
5.93

The attached information has been furnished to you at the request of the student with the understanding that it will not be released to other parties. The Student Information Act and Privacy Act of 1974 prohibits release of this information without the student's consent. If you have any questions, please return them to us if you are unable to contact the student directly.

Transfer Credit from
Student is in good standing and is entitled to Honorable Dismissal unless otherwise indicated.

Not valid as an official transcript without the seal of the college and the signature of the registrar.

Wayne S. Bailey
Registrar

Date: OCT 01 1985
DEAN OF ACADEMIC SERVICES

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EXPLANATORY NOTE

GRADE EXPLANATION

THE FOLLOWING GRADES ARE INCLUDED IN THE
CALCULATION OF GRADE POINT AVERAGES:

GRADE	GRADE PTS. PER HOUR
A - EXCELLENT	= 4
B - GOOD	= 3
C - FAIR	= 2
D - PASSING	= 1
E - CONDITION	= 0
F - FAILURE	= 0
I - INCOMPLETE	= 0 (UNTIL REMOVED)
WF - WITHDREW FAILING	= 0

THE FOLLOWING GRADES ARE NOT INCLUDED IN
THE CALCULATION OF GRADE POINT AVERAGES:

X - CREDIT IN THE CREDIT-NO CREDIT PROGRAM
Y - NO CREDIT IN THE CREDIT-NO CREDIT PROGRAM
L - REGISTERED FOR AUDIT - NO CREDIT
P - PASSING (SEE NOTE BELOW)
S - SATISFACTORY PROGRESS
N - NO GRADE REPORTED BY INSTRUCTOR
WP - WITHDREW PASSING
W - WITHDRAWAL

SPECIAL SYMBOLS

H - HONORS	G - GRADUATE CREDIT	3 - COURSE TAKEN AT THE PIQUA ACADEMIC CENTER
U - UNDERGRADUATE CREDIT		4 - COURSE TAKEN AT THE HAMILTON CAMPUS
1 - COURSE TAKEN AT THE MIDDLETOWN CAMPUS		R - REPEAT
2 - COURSE TAKEN AT THE NORWOOD ACADEMIC CENTER		

THE GRADE "P" (PASSING), NO SPECIFIC GRADE, IS GIVEN IN STUDENT TEACHING. UNTIL SEPTEMBER, 1960, IT WAS ALSO GIVEN FOR SERVICE COURSES IN PHYSICAL EDUCATION FOR MEN AND OCCASIONALLY IN OTHER COURSES. MIAMI UNIVERSITY HAS NEVER ADOPTED PERCENTILE EQUIVALENTS FOR LETTER GRADES. BEGINNING IN SEPTEMBER, 1970, "P" GRADES WERE GIVEN FOR THESIS AND DISSERTATION COURSES. AT THE SAME TIME, GRADES RECEIVED IN BASIC PHYSICAL EDUCATION COURSES WERE CALCULATED IN THE TERM AND CUMULATIVE AVERAGES.

THE GRADE POINT AVERAGE REQUIREMENT FOR A FRESHMAN IS 1.7, OR A 2.0 FOR ALL STUDENTS HAVING EARNED OR ATTEMPTED 39 OR MORE CREDIT HOURS AT MIAMI OR ELSEWHERE. A STUDENT FAILING TO MEET THE MINIMUM GRADE REQUIREMENTS IS PLACED ON ACADEMIC PROBATION. AFTER THAT, HE IS SUSPENDED OR DISMISSED DEPENDING UPON WHETHER IT IS THE FIRST OR SECOND SUSPENSION.

CREDIT: MIAMI UNIVERSITY OPERATED ON THE SEMESTER SYSTEM UNTIL SEPTEMBER, 1965, AT WHICH TIME IT SWITCHED TO THE TRIMESTER SYSTEM EACH TERM BEING 15 WEEKS IN LENGTH WITH THE THIRD TRIMESTER BEING SPLIT INTO TWO 7½-WEEK TERMS UNTIL 1968 WHEN THE TERM WAS SPLIT INTO THREE 5-WEEK TERMS. BEGINNING IN SEPTEMBER, 1969, MIAMI CHANGED TO THE QUARTER SYSTEM, A QUARTER BEING 11 WEEKS IN LENGTH EXCEPT FOR THE FOURTH QUARTER, EACH TERM BEING 5 WEEKS IN LENGTH. ONE QUARTER HOUR IS EQUIVALENT TO 2/3 OF A SEMESTER OR TRIMESTER HOUR. ONE SEMESTER OR TRIMESTER HOUR IS EQUIVALENT TO 1½ QUARTER HOURS.

CLASS HOURS ARE 50 MINUTES, AND LABORATORY HOURS 110 MINUTES IN SOME DEPARTMENTS AND 170 IN OTHERS.

COURSE NUMBERS: PRIOR TO SEPTEMBER, 1949, COURSES WHICH RAN THROUGH THE YEAR AND DID NOT YIELD CREDIT FOR A SINGLE SEMESTER WERE GIVEN NUMBERS ENDING IN ZERO. THUS

IF A TRANSCRIPT SHOWS, FOR EXAMPLE, THAT A STUDENT TOOK ENGLISH 100 TWICE, IT DOES NOT INDICATE A DUPLICATION; HE TOOK BOTH SEMESTERS OF A YEAR COURSE. SINCE SEPTEMBER, 1949, THESE COURSES HAVE BEEN 101-2, ETC. UNTIL FEBRUARY, 1962, THE LETTER "A" OR "B" TO THE RIGHT OF THE DESCRIPTIVE TITLE INDICATED THE FIRST AND SECOND HALVES OF SUCH COURSES. AFTER THAT TIME THE SYMBOL USED IS A HYPHEN PLACED BETWEEN THE DEPARTMENT DESIGNATION AND COURSE NUMBER. A HYPHEN PRECEDING AN ODD NUMBER INDICATES THE FIRST TERM AND PRECEDING AN EVEN NUMBER THE SECOND TERM.

COMPUTATION OF THE CUMULATIVE AVERAGES APPEARS AS AN OFFICE MEMORANDUM AT THE END OF MANY RECORDS. THE HOURS IN THIS COMPUTATION ARE NOT NECESSARILY THE TOTAL OF HOURS ATTEMPTED. REPEATED COURSES (BEFORE THE SECOND SEMESTER, 1957-58), THOSE BEARING A GRADE OF "P", AND CERTAIN OTHER COURSES SUCH AS MUSIC ENSEMBLE FOR NON-MUSIC MAJORS PREVIOUS TO THE SECOND SEMESTER, 1962-63, WERE DISREGARDED AS WELL AS PHYSICAL EDUCATION, TRANSFER CREDIT, ETC. BEGINNING WITH THE SPRING QUARTER, 1970-71, TRANSFER HOURS, HOURS EARNED THROUGH STUDENT TEACHING, THE CREDIT-NO CREDIT PROGRAM, AND CREDIT BY EXAMINATION WILL BE INCLUDED IN THE CUMULATIVE HOURS EARNED COLUMN. CREDIT EARNED IN BASIC PHYSICAL EDUCATION COURSES PRIOR TO SEPTEMBER, 1970 ARE NOT INCLUDED IN THE TOTAL HOURS EARNED. COURSES TAKEN FOR GRADUATE CREDIT BY AN UNDERGRADUATE ARE NOT INCLUDED IN THE TERM OR CUMULATIVE TOTALS. LIKewise, UNDERGRADUATE COURSES TAKEN BY GRADUATE STUDENTS ARE NOT INCLUDED IN THE GRADUATE CREDIT TOTALS.

PRIOR TO THE FIRST SEMESTER, 1962-63, FOR SERVICE COURSES IN PHYSICAL EDUCATION FOR WOMEN, EACH SEMESTER WAS DIVIDED INTO AN INDOOR AND OUTDOOR SEASON, AND SEPARATE GRADES WERE GIVEN FOR EACH. SINCE THEN, A SINGLE GRADE HAS BEEN GIVEN FOR AN ACTIVITY (IES) TAKEN DURING A SEMESTER. UNDER THE QUARTER SYSTEM, A GRADE IS GIVEN FOR ONE ACTIVITY THROUGHOUT THE TERM. SERVICE COURSES YIELD ONE QUARTER HOUR'S CREDIT EVEN THOUGH NOT INDICATED AS SUCH ON TRANSCRIPTS ISSUED PRIOR TO SEPTEMBER, 1967.

CREDIT-NO CREDIT: BEGINNING WITH THE FIRST TRIMESTER, 1967-68, GRADE SYMBOLS OF "X" OR "Y" HAVE BEEN SHOWN FOR STUDENTS ELECTING COURSES FOR "CREDIT-NO CREDIT." AN "X" (CREDIT) IS GIVEN FOR A GRADE IF THE STUDENT DID "C" OR BETTER WORK. A "Y" (NO CREDIT) IS GIVEN IF THE STUDENT DID LESS THAN "C" WORK. COURSES TAKEN FOR CREDIT-NO CREDIT ARE NOT CONSIDERED IN THE CALCULATION OF TERM AND CUMULATIVE AVERAGES. HOWEVER, THE CREDIT EARNED FOR COURSES TAKEN FOR CREDIT-NO CREDIT WILL BE CONSIDERED TOWARD TOTAL HOURS FOR GRADUATION. THOUGH THE OPTION TO TAKE A LIMITED PROGRAM OF COURSE WORK FOR CREDIT-NO CREDIT WAS ORIGINALLY RESTRICTED TO JUNIOR AND SENIOR STUDENTS AND UPPER-DIVISION COURSES, DURING THE SPRING QUARTER, 1969-70, THE OPTION WAS EXTENDED TO INCLUDE ALL STUDENTS AND ALL COURSES, USING THE CRITERIA STATED ABOVE. IN SEPTEMBER, 1970, THE CREDIT-NO CREDIT OPTION WAS FURTHER MODIFIED TO PERMIT EACH STUDENT TO EARN UP TO TWENTY-FIVE PERCENT OF THE CREDIT HOURS REQUIRED FOR HIS GRADUATION THROUGH THE CREDIT-NO CREDIT PROGRAM. FURTHER INFORMATION CONCERNING THE CREDIT-NO CREDIT PROGRAM IS AVAILABLE UPON REQUEST.

COMMON CURRICULUM-UNIVERSITY REQUIREMENT

FROM SEPTEMBER, 1968 TO AUGUST, 1971, THE COMMON CURRICULUM WAS THE CORE COURSE PROGRAM REQUIRED OF ALL UNDERGRADUATES. BEGINNING IN SEPTEMBER, 1971, THE NEW UNIVERSITY REQUIREMENT WILL REPLACE THE COMMON CURRICULUM. THE UNIVERSITY REQUIREMENT IS A MODIFICATION OF THE COMMON CURRICULUM, ALLOWING MORE FLEXIBILITY IN MEETING THE CORE COURSE REQUIREMENTS. MORE INFORMATION ABOUT THE PROGRAM MAY BE FOUND IN THE UNIVERSITY CATALOGUE.

Handwritten notes:
3.09
154
90 Nov.
50
21
10/25

ADMITTED FROM HIGH SCHOOL
 PROVISO TWP., MAYWOOD, ILLINOIS

TRANSFER FROM
 ADMITTED TO GRADUATE STANDING ON BASIS OF

BIRTH DATE
 2-4-36
 BIRTH PLACE
 Melrose Park, Ill.

SCHOOL OR COLLEGE OF

Arts & Science

MAJOR OR FIELD OF CONCENTRATION
 ENGLISH

DEGREE
 BACHELOR OF ARTS

GRANTED HONORS RANKED 95 IN CLASS OF 265

HOURS ADDED FOR YEAR	SEMESTER	
	1ST	2ND
ASSEMBLY ABSENCE	19	19
HOLIDAY ABSENCE	1/2	19

H. S. SUBJECTS	UNITS
ENGLISH	4
French	2
Spanish	2
Wild Hst	1
U S Hst	1
Sociology	1
Algebra	1
Geometry	1
Gen Sci	1

TOTAL	GRADUATED
15	15

1948 A.C.E. Test
 73. Percentile

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER, 1953-54				
FR 201	SECOND YEAR FRENCH A	3	C	6
MUS	WOMENS CHORAL SOC	1	A	4
PED 101	GYMNASIUM 1ST 9 WKS		B	
PED 101	GYMNASIUM 2ND 9 WKS		B	
ENG 101	FRESHMAN COMP A	3	B	9
ART 111	ART THEORY A	3	B	9
MUS	VOICE	1.5	B	4.5
BOT 101	GENERAL A	4	B	12
		15.5		44.5
SECOND SEMESTER, 1953-54				
ART 112	ART THEORY B	3	C	6
MUS	VOICE	1.5	A	6
MUS	WOMENS CHORAL SOC	1	A	
PED 102	GYMNASIUM 1ST 9 WKS B		B	
PED 102	GYMNASIUM 2ND 9 WKS B		B	
BOT 102	GENERAL B	4	C	8
ENG 102	FRESHMAN COMP B	3	B	9
FR 202	SECOND YEAR FRENCH B	3	C	6
		14.5		35.0
Hrs. att <u>30</u> Pts <u>79.5</u> Cum. Avg <u>2.65</u>				
FIRST SEMESTER, 1954-55				
PED 201	GYMNASIUM 2ND 9 WKS		B	
PED 201	GYMNASIUM 1ST 9 WKS		B	
ENG 231	ADVANCED COMP A	2	B	6
BOT 231	ECONOMIC	3	B	9
ENG 201	GREAT WRITERS	3	C	6
PSY 201	GENERAL PSYCHOLOGY	3	B	9
MUS	VOICE	3	B	9
FR 301	17TH / 18TH CENT LIT	3	B	9
MUS	WOMENS CHORAL SOC	1	A	
		17.0		48.0
SECOND SEMESTER, 1954-55				
BOT 232	ECONOMIC	3	B	9
REL 102	LIFE / TCHGS JESUS	3	B	9
ENG 232	ADVANCED COMP B	2	C	4
FR 302	19TH CENT LIT	3	B	9
ENG 202	GREAT WRITERS			

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER 1955-56				
LNG 261	PRON FOREIGN LANG	2	B	6
ENG 441	18TH CENTURY LIT	3	B	9
MUS	A CAPPELLA	1	A	
MUS	VOICE	3	A	12
EC 11	PRINCIPLES OF A	3	B	9
PHL 11	INTRO TO PHILOS	3	B	9
ENG 301	SHAKESPEARE	3	B	9
		170	170	540

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
SECOND SEMESTER, 1955-56				
MUS	VOICE	3	A	12
ART 242	ART HISTORY	2	A	8
ENG 362	ENGLISH NOVEL	3	B	9
PHL 342	AESTHETICS	2	A	8
HST 356	MODERN LATIN AMER	3	C	6
EC 12	PRINCIPLES OF B	3	C	6
LNG 262	PRON FOREIGN LANG	2	B	6
MUS	A CAPPELLA	1	A	
		180	180	550
Hrs. att.	Pts.	Cum. Av.		
99	268	2.91		

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
SUMMER 1956 (1ST TERM)				
ENG.341	MODERN DRAMA	3	B	
MUSIC	VOICE	1.5	A	
SOC.361	FAMILY & MARRIAGE	3	B	
SUMMER 1956 (2ND TERM)				
ENG.375	THE MODERN NOVEL	3	B	
ENG.491	THE 17TH CENTURY	3	C	
MUSIC	VOICE	1.5	A	

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER, 1956-57				
PHL 392	PHIL OF RELIGION	2	D	2
HST 331	SOC INTELL AMER	3	B	9
MUS	A CAPPELLA	1	A	4
F A 11	WESTERN ART & MUSIC	3	B	9
MUS	VOICE ADV	3	A	12
MUS 131	INTRO POP CONC LIT A	2	B	6
		140	140	420

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
SECOND SEMESTER, 1956-57				
ENG 372	RUSSIAN LIT	3	B	9
MUS	A CAPPELLA	1	A	
MUS	VOICE ADV	3	A	12
		60	60	210
Hrs. att.	Pts.	Cum. Av.		

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REMARKS
 6-10-57 - Alice Mattmueller
 Alexander Award - outstanding singing

FACULTY ACTIONS
 1-17-56 - Granted credit for 1 sem. of
 2-7-56 - Permitted to carry 19 hours 2nd
 5-5-57 Granted cr. for 1 sem. only of F



University of Northern Iowa

Academic Advising Services

Student Services Center
Cedar Falls, Iowa 50614
Telephone (319) 273-6023

December 10, 1987

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Joyce Weinsheimer, Chair
WCRLA Awards and Scholarship Committee
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55455

Dear Joyce:

I understand that Karen Smith has been nominated for WCRLA's 1988 Long and Outstanding Service Award. Hurrah! Karen certainly deserves this recognition!

Not only has Karen devoted herself to official duties of all kinds, including those of president, but she has also performed these duties with such poise that she draws very little attention to herself. All who have worked with her would agree that she sacrifices her own time, interests, and personal funds for the good of the cause and never, never allows glory to accrue to her person.

I was a facilitator in Karen's Center for Learning Assistance at NMSU during the year of her presidency. (It was Sue Brown and Patti Glenn who told us Karen was an officer of this national organization; Karen herself said she was "a member.") Karen told all of us the good news that membership in WCRLA provides a kind of post-graduate education in learning center assistance and management; she shared with us the Proceedings, marking current articles and referring us to her shelf of back copies; she involved us in the plans for the national conference and urged us all to go. There was no doubt in our minds that the professional organization was WCRLA.

With her interest in excellent research, practical application, and lively presentation, Karen Smith exemplifies WCRLA. She has shown many of us how to merge our institutional and professional responsibilities, and she deserves to be rewarded for her service.

Sincerely yours,

Karen S. Agee

P.S. It is a pity that although we seem so close on the map, we get together only once a year, Joyce. As a matter of fact, I can thank Karen Smith for that, too; if it were not for her influence, I would not have joined WCRLA several years ago, and then I would not have gotten to meet you even once a year! Take care of yourself and yours, Joyce.

CENTER FOR LEARNING ASSISTANCE

Box 5278/Las Cruces, New Mexico 88003
Telephone (505) 646-3136



December 8, 1987

Joyce Weinsheimer
Program Director
Learning & Academic Skills Center
104 Eddy Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dear Joyce:

I am writing to nominate Karen Smith for the WCRLA Long and Outstanding Service Award. I know that Karen has been an active member of WCRLA for over ten years; I am not sure of the exact figure. During her years as a member, she has been an energetic and dedicated worker in the learning assistance field primarily through her involvement in WCRLA.

When I first came to work at the Center for Learning Assistance here at New Mexico State, Karen was just beginning the presidential cycle. Hundreds of hours were devoted to making the Portland conference of 1983 an outstanding one. Karen helped to organize, refine and document the conference process as she always does when she takes on a job. She has compiled guidelines that I'm sure have been invaluable to those who followed her.

After completing the presidential cycle (no small feat) Karen is now serving as WCRLA Archivist. Although I didn't know Karen prior to 1982, I suspect that she held other positions prior to that. I do know that she was our New Mexico/Texas state director sometime in the late seventies.

To conclude this nomination, Karen has brought dynamic and selfless leadership and devotion to WCRLA for many years. I know I speak for many other WCRLA members who would like to see her efforts recognized.

Sincerely,

Patricia Glenn



ACADEMIC SKILLS CENTER
COLLEGE OF ARTS & LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182

(619) 265-5477

January 22, 1988

Joyce Weinsheimer
Learning and Academic Skills Center
104 Eddy Hall
University of Minnesota
Minneapolis, MN 55455

Dear Joyce:

I would like to recommend Karen Smith receive the long and outstanding service award at this year's WCRLA conference. Karen has been a long time contributor to the Western College Reading and Learning Association. She has presented at many WCRLA conferences and has had excellent articles published in the Ninth WCRA Proceedings (1976) and in the Eleventh WCRA Proceedings (1978). She served as New Mexico's State Director in 1978. Karen served as WCRLA President in 1984 and has continued to contribute to WCRLA as Past President. She serves as WCRLA Archivist today. In addition, she continues to participate in the annual conferences. In addition to volunteering to chair conference sessions, last year she presented a session titled "Learning Assistance Outreach: An Example, Graduate Assistant Orientation and Training Program."

Besides long service to WCRLA, Karen has also contributed outstanding service. A true professional, she consistently contributes more than 100% to WCRLA. As President, she saw us through a difficult time in WCRLA's history. One of the most successful innovations, the WCRLA Special Interest Groups, were started and nurtured during Karen's tenure as President. As a Past President, she continues to support other WCRLA officers. She helped with the theme and the concept of the 20th reunion of WCRLA last year in Albuquerque. In addition to formal and visible contributions, Karen has informally mentored and encouraged quality young professionals to become involved in WCRLA.

Karen has given of herself to WCRLA for over twelve years and is an example of the kind of colleague I imagine when I think of the long and outstanding service award recipient.

Sincerely,

Gwyn Enright

Location of Main Ideas in English Composition Texts

Michael F. O'Hear, Indiana University—Purdue University
 Richard N. Ramsey, Indiana University—Purdue University
 Valli E. Pherson, Indiana University—Purdue University

Abstract. Developmental reading texts usually list a variety of clues for finding main ideas. However, there has been minimal research to support the validity of clues offered. In fact, only one study (Ashton, O'Hear, & Pherson, 1985) has examined the usefulness of main idea clues with college textbook material, and that study is limited to sociology texts. The present study examines the efficacy of main idea clues in four English composition texts. The researchers found and logged main idea statements, then tallied the main idea clues used by textbook authors. Finally, they compared their results with those of Ashton, O'Hear, and Pherson. They concluded that main idea clues listed in developmental reading texts work equally well with composition and sociology textbooks.

Locating main ideas has long been an important skill taught in college developmental reading courses. However, since Braddock's (1974) study indicated that professional writers frequently did not use topic sentences, there has been some question of the value of teaching students to find main ideas. Until recently, there was no study of the usage of explicitly stated main ideas in college textbooks or of the value of clues for identifying main ideas. If, however, college texts do employ formal statements of main ideas and structural features that help to locate these main ideas, readers may find knowledge of these features useful for text analysis. The purpose of this study is to investigate both the existence of formal main idea statements and the appearance of clues helpful to locating these statements in English composition texts.

In this study, the focus is on textual features and not on how students, when (or if) they identify these features, use them to arrive at understanding. We hypothesize that recognition of main idea statements and the clues for locating them, insofar as they exist, can aid students in unlocking composition text meaning. However, our emphasis is not on whether students use main ideas and the clues for finding them, or on how this meaning-creation process is carried on. Rather, our concern is whether main idea statements and clues exist in English composition texts.

Review of the Literature

A review of the literature on main idea clues in college texts reveals strong agreement on the importance of main ideas, but some disagreement about the frequency with which they are explicitly stated. Indeed, several studies, most notably Alexander (1976) and Axelrod (1975) argue for the importance of students learning to find main ideas. Others, including Moore and Readence (1983) indicate that no conclusive evidence exists on the validity of teaching students specific skills, such as locating main ideas.

Only three studies seem to bear on the topic covered here—the existence of main idea statements and clues. Braddock (1974) argues that a clear statement of main idea is rarely used by authors. However, his study dealt with articles which initially appeared in popular magazines, not textbooks. His study emphasized position clues because English composition texts made frequent reference to placement of main ideas in expository prose. He found that position clues were rarely effective with the articles he used. However, Braddock made it clear that his results might not be valid in dealing with other types of exposition.

In a more recent study of methods for teaching reading, Moore and Readence (1980) claim that main idea statements seldom occur in "general prose"; they maintain that clear main idea statements exist for the most part only in reading improvement materials. However, they cite no proof for their contention beyond the Braddock study. Indeed, if their view were valid, then main idea clues would have little value in dealing with college textbooks. Their contention is in direct conflict with the findings of the most recent study of main ideas in college textbooks (Ashton, O'Hear, & Pherson, 1985). This study indicates that main ideas are directly stated in sociology texts and that clues for finding main ideas exist.

The Ashton et al. study (1985) attempts to validate each clue for locating main ideas mentioned in reading/study skill textbooks. As that study points out, reading/study skill texts themselves have little agreement about which clues, beyond those of first and last positions in paragraphs, really are effective in helping identify main ideas. Most texts include one or more clues beyond that of position; however, there is no general agreement on what these clues are.

Ashton et al. (1985) compiled all clues listed for main ideas in 13 randomly selected reading/study skills texts (Listing of the reading/study skill texts used appears in the Appendix to this article.) and applied them to chapters on culture, the family, and social inequality from three of the best-selling sociology textbooks. They found that all main idea clues listed in reading/study skill texts worked. However, the importance of the various clues was, in many cases, different from that indicated by reading/study skill textbooks. Ashton et al. found that one clue mentioned in only one text (second position)

deserved much greater emphasis because it was used so frequently, and they discovered a clue unmentioned in the reading/study skill texts (question/answer). The existence of clues (with the percentage of paragraphs in which each was used) as cited in this study was as follows: examples (67.8 percent), first position (52.9 percent), repetition (36.6 percent), key words/numbers (25.2 percent), subheadings (25.1 percent), last position (18.8 percent), second position (15.9 percent), highlighting (11.8 percent), question/answer (5.7 percent).

Another significant finding in this study was that few paragraphs lacked explicitly stated main ideas (4.6 percent). The researchers concluded that it seemed to be insignificant to warn students of this possibility. Further, the possibility that main ideas would appear in sentences other than the first, second, or last was so negligible (7.7 percent) that it also seemed insignificant to mention this possibility to students. Finally, they found that most paragraphs had two or more clues to point students toward main ideas.

Ashton et al. (1985) give a cautionary statement similar to that of Braddock (1974)—that their findings apply to only one type of textbook and indicate the need for research with other types of text.

Purpose

The purpose of this study was to replicate the work of Ashton et al. (1985) using English composition textbooks to see whether the clues listed in that study had any applicability beyond the social sciences.

This research then is an attempt to find answers to the following questions. First, do most paragraphs in English composition texts have stated main ideas? If so, where are main ideas located in individual paragraphs in English composition texts? Second, how well do the other clues cited in the Ashton et al. (1985) study work with English composition texts? Third, are multiple clues for finding main ideas present with any frequency in English composition texts? Finally, how comparable are results of this study to those of the Ashton et al. study?

Procedure

For this study the researchers used four current textbooks for introductory composition courses, all of which have long lists of adoptions (Bridges & Lunsford, 1984; Dougherty, 1985; Kinneavy, McCleary, & Nakadate, 1985; Lauer, Montague, Lunsford, & Emig, 1985). These texts will hereafter be referred to by name of primary author. From each text, the researchers picked chapters dealing with expressive writing and persuasion, two major topics for most first-year composition courses. In these chapters, text, but not sample compositions, was examined. The researchers, working indepen-

dently, went through each paragraph locating main ideas. They tabulated the sentence position where each formal main idea occurred. Paragraphs with no main idea were also tabulated. In each paragraph, clues used to indicate main ideas were logged.

At this point, the researchers, following guidelines established by Borg and Gall (1979), compared findings, discussed areas of disagreement, and revised criteria for formal main idea identification as needed. Borg and Gall suggested that a 70 percent agreement rate is needed to establish inter rater reliability. In this study, the rate achieved was far higher (87.4 percent). In fact, the main area of disagreement occurred where a main idea was stated as a generalization in the first sentence of a paragraph, and then restated in more specific terms in the second sentence. Though both statements fit the formal definition of main idea, one researcher preferred the more generalized form while the other preferred the more specific statement.

Main idea location data for both chapters within each book were analyzed to see whether position clues were used consistently by the authors. Finally, data from this study of composition texts were compared to those obtained in the Ashton et al. study of sociology texts.

The definition used for formal main idea is the same as used in the Ashton et al. study (1985). Main idea is defined as that sentence which is general enough to include all of the information provided in a paragraph, but not so general as to be useless to those trying to understand the paragraph. Main idea is not a question because, although a question can focus on the subject of a paragraph, it contains no controlling idea to establish what is said about the subject. Main idea, then, must be a statement, not a question. It must contain a subject and a controlling idea, a statement on what is being said about the subject.

Results

Table 1 shows the breakdown on location of main ideas in the paragraphs of the textbooks cited. Main idea was in the first position over 53 percent of the time in each book. Only in Dougherty (1985) does the main idea appear in the first position to a widely different degree. And this discrepancy only serves to reinforce the importance of first position. Second position, a position which the Ashton et al. study (1985) indicated as important, occurs frequently in these composition texts too. Surprisingly, last position and no main idea stated ran about the same frequency. However, the reason for this discrepancy is accounted for easily. In replicating Ashton et al., the researchers needed to limit categories to those used in that study. If they had used an additional category for split main ideas (paragraphs in which the main idea was split, occurring partly in one sentence and partly in another), the number of paragraphs without main idea statements would have more closely

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Table 1
Position of Main Ideas in Composition Texts

	Percent of Paragraphs				
	First	Second	Last	Other	Not Stated
Bridges <i>n</i> = 132	55.3	21.2	12.1	4.5	6.8
Dougherty <i>n</i> = 125	72.0	8.8	8.0	2.4	8.8
Kinneavy <i>n</i> = 128	59.4	15.6	13.3	4.7	7.1
Lauer <i>n</i> = 168	53.6	14.3	9.5	2.4	20.3
Total <i>N</i> = 553	59.5	15.0	10.7	3.4	11.4

resembled the results of Ashton et al. Braddock (1974) did use the additional category of delayed completion, which would have accounted for these cases.

Typical of the split main idea paragraphs were many of Lauer's (1985) text sections called "Instructor's Response." For example, in commenting on a student-writer's style, Lauer says, "You have a good command of the conventions of standard written English. Occasionally your grasp of punctuation slips . . ." (p. 213). The remainder of the paragraph elaborates on these two main points.

These split main idea paragraphs represent a different type of no-main-idea paragraph than those cited in the Ashton et al. (1985) study. In the sociology texts, paragraphs lacking main ideas were largely introductory paragraphs or example paragraphs. In the composition textbooks, however, main idea was also unstated in paragraphs containing two or three important points linked without a stated unifying main idea. In many of these cases, the main idea was stated in a previous paragraph.

Chi-square analysis was used to ascertain whether there was a significant difference between position of main idea within chapters of the individual texts. Comparison was made using all possible combinations of main idea appearance. In only two instances was statistical significance shown: in both the Bridges text and the Lauer text, there was significant difference between appearance of main idea statements in first and last positions. In both books, one chapter had a preponderance of first-position main ideas. Bridges had a first position/last position ratio of 35 to 2 in the chapter on expressive writing as compared to a 39 to 10 ratio in his chapter on persuasion. Lauer reversed these ratios. Her persuasion chapter contained main ideas first 50 times and

main idea last 2 times. Her expressive writing chapter had main idea first 40 times and last 14 times. In both cases, however, main idea in first position predominates by a wide margin. Because there was no statistical significance for intrabook use of the other position combinations, it appears that the authors of these texts used a fairly consistent pattern in presenting their material.

Table 2 compares position clues in this study with those in Ashton et al (1985). Texts in both composition and sociology have main ideas in the first sentence over 52.0 percent of the time. Second position occurs with remarkable consistency (15.0 vs. 15.9 percent). Last position occurs with less regularity in writing texts. Other positions seem unimportant in both fields.

Table 3 shows the frequency of all main idea clues in the composition texts. Examples and repetition of important material are universally used with great frequency. If an idea is repeated, or if it is accompanied by one or more examples, it seems to be important. Other clues vary in frequency of usage. Most reading/study skills texts indicate that subheadings are keys to important information; they are clues for 32.2 percent of the main ideas in the writing texts. Use of key words (e.g., however, clearly, therefore) or highlighting (e.g., italics, bold type) are clues less frequently used. Rarely (1.3 percent) is the question/answer technique used. The total number of main idea clues used in these composition texts is large. The mean number of clues appearing in these texts is roughly 2.5 per paragraph.

Table 4 indicates the comparison of clue usage in English composition texts and that in sociology texts. After position, examples are the prime clue in each type of text. Repetition is next in both, although it is used less frequently in sociology. Subheadings are important in both types of text, though the composition texts contain more of them. Highlighting, possibly because of the larger number of important terms set off in the text, is more

Table 2
Comparison of Main Idea Placement
in Composition and Sociology Texts

	Percent of Paragraphs	
	Composition Texts	Sociology Texts
First sentence	59.5	52.9
Second sentence	15.0	15.9
Last sentence	10.7	18.8
Other sentences	3.4	7.7
No stated main idea	11.4	4.6

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Table 3

Main Idea Clues by Percentage of Appearance

	Percent of Paragraphs				
	Bridges n = 132	Dougherty n = 125	Kinneavy n = 128	Lauer n = 168	Total N = 553
Position	88.6	88.8	88.3	77.4	85.2
Examples	68.9	75.2	68.8	49.4	64.4
Repetition	50.0	41.6	47.7	47.0	46.7
Subheadings	25.8	20.8	30.5	47.0	32.2
Key words	15.2	2.4	18.8	11.3	11.9
Highlighting	1.5	4.8	15.6	8.9	7.8
Question/ answer	3.0	1.6	0.8	0.0	1.3
Mean number of clues per paragraph	2.54	2.35	2.71	2.41	2.50

Table 4

Comparison of Usage of Main Idea Clues

	Composition Texts	Sociology Texts
Position	85.2%	87.6%
Examples	64.3%	67.8%
Repetition	46.7%	36.6%
Key words	11.9%	25.2%
Subheadings	32.2%	25.1%
Highlighting	7.8%	11.8%
Question/answer	1.3%	5.7%
Mean number of clues per paragraph	2.50	2.60

frequent in sociology texts. Both types of texts have a high degree of multiple clues as evidenced by the mean number of clues per paragraph (2.5 for composition texts and 2.6 for sociology texts). This seems to indicate a cross-disciplinary concern for helping readers to find important material.

Conclusion

Main idea statements exist and are pointed to by clues as frequently in English composition texts as in sociology texts. This calls into question the conclusion of Moore and Readence (1980), who indicate that main ideas do not frequently appear in textbooks and thus imply that main idea clues have little real value. Clearly, the evidence presented in this research, combined with results of the Ashton et al. study (1985), indicates that main idea clues do occur. Further, Braddock's (1974) findings do not seem to apply to textbooks either in sociology or composition.

References

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- Lauer, J. M., Montague, G., Lunsford, A., & Emig, J. (1985). *Four worlds of writing* (2nd ed.). New York: Harper & Row.
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- Moore, D. W., & Readence, J. E. (1983). Approaches to content area reading instruction. *Journal of Reading, 26*, 397-402.

Appendix

The following is a list of reading/study skill texts used in the Ashton et al. (1985) study.

- Boning, R. A. (1977). *Getting the main idea*. Baldwin, NY: Barnell Loft.
- Bracy, J., & McClintock, M. (1980). *Read to succeed* (2nd ed.). New York: McGraw-Hill.

- Flemming, L. E., & Currie, S. R. (1978). *Reading for results*. Boston: Houghton-Mifflin.
- Giroux, J. A., & Williston, G. R. (1974). *Understanding the main idea*. Providence: Jamestown.
- Joffe, I. L. (1984). *Opportunity for skillful reading* (4th ed.). Belmont, CA: Wadsworth.
- Kolzow, L. V., & Leehmann, J. (1982). *College reading: Strategies for success*. Englewood Cliffs, NJ: Prentice-Hall.
- McWhorter, K. T. (1983). *College reading and study skills* (2nd ed.). Boston: Little, Brown.
- Niles, O. S., Bracken, D. K., Dougherty, M. A., & Kinder, R. F. (1965a). *Tactics in reading I*. Glenview, IL: Scott, Foresman.
- Niles, O. S., Bracken, D. K., Dougherty, M. A., & Kinder, R. F. (1965b). *Tactics in reading II*. Glenview, IL: Scott, Foresman.
- Pauk, W. (1975). *Getting the main point*. Providence: Jamestown.
- Shepherd, J. F. (1982). *The Houghton-Mifflin study skills handbook*. Boston: Houghton-Mifflin.
- Sotiriou, P. E. (1984). *Integrating college study skills*. Belmont, CA: Wadsworth.
- Waters, L. B. (1982). *Occupational reading*. Belmont, CA: Wadsworth.
- Wiener, H. S., & Bazerman, C. (1982). *Reading skills handbook* (2nd ed.). Boston: Houghton-Mifflin.

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NCTE Research Foundation Establishes New Grant Programs

The Research Foundation of the National Council of Teachers of English announces two new grant programs to be conducted in the coming year. In addition to its Teacher-Researcher Grant program and the Research Foundation Grant program, the Foundation has established the Collaboration Grants program and the NCTE Special Project Grants program.

"The grants," says Miles Myers, University of California, Berkeley, chairman of the trustees of the Research Foundation, "are part of an overall effort to define teachers as learners in the classroom. The systems of accountability in effect at this time, standardized testing for example, only show the students' wrong answers, not what the students are actually learning in the classroom. The grants will allow teachers to look at the ways children learn and to research and examine the learning process."

The Collaboration Grants will be awarded to teacher and professional researcher teams who are co-investigators on a project. The ceiling for these grants is \$2,500.

The Special Project Grants will be awarded to official subgroups of NCTE for the purpose of research in a critical area and/or dissemination of information promoting or developing a particular research agenda.

Teachers attending the Annual Convention of the National Council of Teachers of English in Los Angeles November 20-25 can confer with teacher-researchers and consult research specialists during a research roundtable scheduled for November 21. During the convention, they can also meet with trustees of the Research Foundation at the exhibit booth of the ERIC Clearinghouse on Reading and Communication Skills.

For more information on the Collaboration Grants, the Special Project Grants, or any of the other Research Foundation programs, write to the NCTE Research Foundation, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

Site Selection
Report to the Board of Directors

March 26, 1988

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This year was a very rewarding one for me as Site Selection Chairperson. With the cooperation and enthusiasm of many members, I was able to accomplish several things for WCRLA.

I spent the first part of the year finalizing the hotel contract for the Seattle conference. The sales manager of the Stouffer Hotel was very cooperative in meeting our needs and working out the details of the contract.

I then focused on finding a site in Southern California. I contacted members in Long Beach, Santa Barbara, and in the Anaheim area. Patti Dozen, in Long Beach, felt that her institution would be unable to host a conference but she offered to contact WCRLA members from other institutions in the area. As a result of a meeting that Patti set up, Bill Broderick from Cerritos College and Maranda Montgomery from Compton College indicated that they would be interested in co-hosting a conference in 1990. Patti, Bill and Maranda looked at hotels in the Long Beach area. After I received a call from the Hilton Hotel District Office requesting that we consider the Hilton Hotel in Irvine as a possible site, they also communicated with that hotel. At this time, they are considering three hotels: the Sheraton Hotel and the Ramada Renaissance in Long Beach, and the Hilton Hotel in Irvine. Bill Broderick has a definite commitment from his college to host the conference. We will be presenting this bid for the Board's consideration.

Alyce Steidler from Santa Barbara also expressed a great deal of interest in hosting a conference and she contacted some hotels in her area. There was some hesitancy on the part of her institution as to the feasibility of having a conference in Santa Barbara because of the commitment that it would require and because of the difficulty in flying into the area. The hotel that Alyce really liked, turned out to be too small to accommodate our organization. Although I was not able to get a bid from Santa Barbara at this time, I do feel that there is a great deal of interest there; that the transportation into the area is improving; and that it should be strongly considered in the future.

I've corresponded with members from other areas who are interested in hosting a conference in 1991. Frances McMurtray from San Antonio contacted me and I have sent her guidelines. Pat Jonasen from Kansas has also indicated a strong interest in hosting a conference in the Kansas City area and I have sent her guidelines. In addition, I have spoken to members in Arizona and I feel that there is a strong possibility for generating interest in hosting a conference in Phoenix or Tucson. From the interest that has already been shown, I don't think that it will be difficult to find a site for 1991.

Susan C. Brown

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HOTEL REQUIREMENTS FOR THE WESTERN COLLEGE
READING AND LEARNING ASSOCIATION

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WCRLA requests that as many of the following facilities and services as possible be provided at no charge by the hotel:

1. Six to eight meeting rooms large enough for theatre-style seating for 50-75 people available mornings and afternoons each day of the conference, and perhaps one evening. More, or large, meeting rooms may be required due to increased conference attendance. One of the meeting rooms must have electrical outlets for numerous computer hookups and be able to be secured when not in use.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

2. One small room for board meetings Tuesday evening and all day Wednesday prior to the conference, during the conference, and Sunday afternoon as the conference ends.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

3. A room of approximately 3,000 square feet which can be locked. This room should accommodate 15-25 tables for exhibitors. A 2 1/2' X 8' table, tablecloth, chair, and electrical outlet should be provided for each exhibitor. Exhibits may be held 1-3 days of the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

4. A room large enough to accommodate 350-600 people for two or three general session meetings during the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

5. 1500 reservation cards to be mailed out by the Association. The cards should clearly state the hotel's cancellation policy. Confirmation notices must be sent by the hotel when reservations are received.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

6. One complimentary room for every 50 rooms occupied by the Association or 1 suite for every 100 rooms occupied by the Association.

The Ramada Renaissance Hotel, Long Beach, will accommodate, plus one additional comp suite.

The complimentary rooms should be available each night beginning with the evening before the conference opening and including the evening before the conference ends. Assignment of complimentary

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rooms as available shall be made by the President according to the order of presidential succession: President, President-elect, Immediate Past-President, Secretary, Treasurer.

7. A hospitality suite which can be part of the complimentary room allotment on the basis of 1 to 100 room reservations shall be available to be used as a private room with no corkage fees for Association members. The Association will provide napkins, glasses, mixes, and ice; members will furnish their own alcoholic beverages if desired.

The Ramada Renaissance Hotel will accommodate.

8. Up to 10 VIP courtesy baskets or trays, depending on the usual hotel courtesy. The V.I.P. list will be submitted by the President-elect in advance of the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate by also upgrading VIP's to our Renaissance Club floors offering complimentary continental breakfast and complimentary evening hors d'oeuvres.

9. Transportation to nearby hotels for members who request rooms before the cut-off date for reservations and who must stay at another hotel due to lack of hotel space.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

10. Free or reduced parking rates for Association members during the conference dates.

The Ramada Renaissance Hotel will offer a \$3.00 discount off our 1990 parking rates.

11. Registration tables in the lobby or another agreed-upon location with convenient phone service. The tables will be staffed by Association conference registration personnel.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

12. A small room which can be locked, near the registration area, from which to distribute audio-visual equipment.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

13. Complimentary lodging and meeting space for 12 for the WCRLA Board of Directors for the two-day week-end Board meeting in late August before the conference. The maximum number of rooms required would be 7.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

14. Provisions for "overflow" guests to nearby hotels/motels including charges for accommodations and transportation services.

The hotel will accommodate the guest at another hotel at the same rate as we're offering.

15. Provisions and charges for transportation from the airport to the hotel.

The Ramada Renaissance Hotel, Long Beach, does offer complimentary shuttle service to and from the Long Beach Airport and recommend Super Shuttle from Los Angeles International Airport and John Wayne (Orange County) Airports at \$11.00 one way.

16. Any charges or drayage fees relative to exhibits.

17. The name of the hotel liaison person who will be responsible for the smooth and orderly progress of conference activities.

Walter Harris, Director of Convention Services.

18. No other conference to be scheduled during the Association's conference dates without notification to the Association's president one year in advance of the conference dates.

The Ramada Renaissance Hotel, Long Beach, will accommodate.



**Sheraton Long Beach
at Shoreline Square**
The hospitality people of **ITT**

March 18, 1988

333 EAST OCEAN BOULEVARD
LONG BEACH, CALIFORNIA 90802-4827
TELEPHONE (213) 436-3000
FAX (213) 436-9176

Ms. Patti Dozen
Western College Reading and Learning Association
1250 Bellflower Blvd.
Long Beach, CA 90840

RE: Spring 1990 Conference

Dear Patti:

As requested, I have revised the proposal for your spring conference in 1990.

We are looking forward to having the opportunity of hosting your fine organization's needs.

I have reserved the following accommodations at the Sheraton Long Beach for your review:

<u>Date</u>	<u>Total Rooms/Night</u>
Wednesday, March 28, 1990	150
Thursday, March 29, 1990	250
Friday, March 30, 1990	250
Saturday, March 31, 1990	150

Rate: \$90.00/Room/Night/Single or Double Occupancy
Additional person or bedding is \$15.00 per room, per night.

To these rates, the 10% Long Beach City rooms tax must be added.

Early arrivals and stayovers will be honored at the group rate as long as rooms are available.

MEETING/CATERING REQUIREMENTS

The following represents your itemized guidelines for the conference.

1. Thursday through Saturday

8:00 am - 5:00 pm 8 Workshops for 50/75 people, theatre style

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2. Tuesday

6:00 pm - 10:00 pm Board Meeting for 15 people, conference style

Wednesday

8:00 am - 5:00 pm Board Meeting for 15 people, conference style

3. Thursday through Saturday

24 hours 3,000 square foot Exhibitors Hall

4. Thursday through Saturday

8:00 am - 5:00 pm General Session for 600 people, theatre style

5. We will be happy to provide you with 1,500 reservation cards so that your attendees may make their reservations directly with the hotel, the cards will state the cancellation policy.

Please advise your attendees that all reservation requests must be received by Wednesday, March 14, 1990. Any reservation request received after this cut-off date will be accepted on a first come, first serve basis, according to availability.

For those guests who will be arriving after 3:00 pm, a one night deposit or credit card guarantee is required in order to hold the room for late arrival.

6. We will be happy to provide you with one complimentary guest room for every 50 guest rooms actually used per night. As well, the hotel will provide one complimentary suite for every 100 rooms actually used per night. The complimentary rooms will be available on the major day of arrival and will terminate on the major day of departure.
7. One hospitality suite which will be part of the complimentary room allotment on the basis of one for every 100 guest rooms actually used per night. No corkage fees will be incurred as long as the association provides napkins, glasses, mixes, and ice.
8. Up to ten V.I.P. courtesy baskets or trays. The V.I.P. list will be submitted in advance of the conference.
9. Transportation to nearby hotels for members who request rooms prior to the conference and who must stay at another hotel due to lack of hotel space.

Ms. Patti Dozen
March 18, 1988
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10. We will extend reduced parking rates for association members during the conference dates.
11. We will supply registration tables in the lobby of another agreed-upon location with convenient phone service.
12. Wednesday through Sunday, we will provide a small room which can be locked for audio-visual equipment.
13. The hotel will provide up to seven complimentary guest rooms on any weekend (Friday, Saturday, Sunday) between the dates of August 1, 1989 - August 20, 1989.

Based on your total guest room commitment of 750 room nights, there will be no meeting room rental fee.

The hotel will credit your group \$15.75 per room, per night against total meeting room rental charges of \$11,800.00. Please note that should your room night credit exceed the total rental charges, no rebate will be given.

CONFERENCE SERVICES

At a time closer to your function, you will be contacted by one of our professional coordinators who will assist you in finalizing the details of your meeting. All arrangements for meeting room setups, audio-visual equipment, menu selections, parking, flowers, etc., will be handled by the experienced individual assigned to your program.

CANCELLATION POLICY

Once the contract has been signed, the following cancellation policy will apply:

If the meeting is cancelled, the cancellation fee will equal the following percentage of the estimated total value of the booking. (Guest rooms, rental fees, food and beverage):

90 days prior - 75%
180 - 91 days prior - 50%
prior to 181 days - 25%

I have enclosed for your review, our new rack brochure which will familiarize you with the services and facilities of this spectacular meeting destination.

Ms. Patti Dozen
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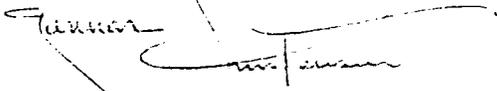
As our literature points out, the Sheraton Long Beach has some outstanding features which include:

- * Ocean view guest rooms
- * Directly across the street from the Long Beach Convention Center and Entertainment Complex.
- * Health Club facility.
- * Walking distance to public beaches.
- * Newspapers delivered to every guest room daily.
- * Shopping mall and Shoreline Village within walking distance.
- * Mini-bars in every guest room.
- * Safety deposit boxes in all guest rooms.
- * 24 hour room service.
- * Facilities for golf, tennis, fishing, boating, riding, and similar recreational activities are readily available nearby.

We thank you for considering the Sheraton Long Beach Hotel for hosting your 1990 conference. Be assured that our staff will do everything possible to ensure the success of your program. Should you have any questions or require additional information regarding the hotel, please do not hesitate to contact me.

Your signature on the enclosed copy of this letter will serve to confirm these arrangements on a definite basis. We look forward to working with you in the future.

Sincerely,



Gunnar Christensen
Account Executive

Name Title

GC:lj
Encl.

Signature Date

cc: Patti Pugh
LBACVC

DICTIONARIES REVIEWED

- *1 Harris, T. L. & Hodges, R. E. editors. (1981). A dictionary of reading and related terms. Newark, Del: International Reading Association.
- *2 Bush, C. L. & Andrews, R. C., editors. (1980). Dictionary of reading and learning disabilities. Los Angeles: Western Psychological Services.
- *3. Page, G. T. & Thomas, J. B., editors. (1980). International dictionary of education. Cambridge, Mass: MIT Press.
- *4 Good, C.V., editor. (1945). Dictionary of education. New York: McGraw Hill.

The following dictionaries were also reviewed, but no workable definitions found for the terms to be defined.

Beach, M. (1979). Words for the wise: A Field guide to academic terms. Portland, OR: Coast to Coast Books.

Winn, R. B., editor. (1959). Dictionary of education. New York: Philosophical Library.

The following reference materials will be reviewed in April:

Dejnozka, E.L. & Kapel, D. E., editors. (1982). American educators' encyclopedia. Westport, CN: Greenwood Press.

Husen, T. & Postlethwaite, T. N., editors. (1985). International encyclopedia of education: Research and studies. Oxford: Pergamon Press.

Mitzel, H. E., editor in chief. (1982). Encyclopedia of educational research. New York: Free Press.

** relevant + useful definitions*

WCRLA TERMINOLOGY -- DICTIONARY DEFINITIONS

advance organizer:

*1 a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability, and inclusiveness.

*3 educational technology term for short introductory texts presented to a student at the beginning of a course to enable him/her to structure the course material and put it in perspective.

*4 (Ed. psych) an overview of new material presented in advance so as to counteract the effects of proactive inhibition; the term grows out of Ausubel's theory of meaningful verbal learning.

assessment:

*1 the act or process of gathering data in order to better understand some topic or area of knowledge, as through observation, testing, interviews, etc.; especially, the gathering of data to include strengths and weaknesses in learning. NOTE: Some writers use the term 'assessment' to refer also to the judgments or evaluation made after the data are gathered.

*2 Administration of a test to check the student's mastery of a skill as stated in the performance objective; an evaluation at any aspect or educational function.

*3 (1) In education, the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques, e.g.: assignments, projects, continuous assessment, objective-type tests, final examinations and standardized tests. (2) in psychology, that branch of applied psychology concerned with testing in educational, occupational, clinical or other settings, e.g.: the psychological assessment of mental and physical handicaps.

associating:

*1 (1) the process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. (2) the process of connecting what is presently being read to prior reading and/or experience.

*2 coordination or relationship between ideas and emotions, free or induced.

*3 (association) general psychological term referring to any connection formed through learning where the two ideas connected shall be attended to together as parts of a continuous mental process. Popular at one time to refer to the law of association and to associative learning.

basic skills:

*1 a general term which refers to those skills, primarily cognitive and language-related, which are needed for many school learning tasks. Speaking, reading, and mathematics, as well as listening and writing, are commonly considered to be basic skills.

*2 fundamental learning proficiency in reading, writing, computation.

*3 fundamental skill. A skill basic to the mastery of a particular subject. Thus, addition and subtraction skills are basic to arithmetic.

*4 a skill that is basic to the mastery of a school subject; such as addition or subtraction is arithmetic.

college level students:

college reading:

college reading skills:

comprehension monitoring:

concentration:

*2 exclusive persistent focusing on a given task or object.

*3 Ability to become absorbed in a task and continue in it despite distractions.

*4 (1)the state or act characterized by the centering or focusing of attention upon a task or problem or upon certain elements of an experience; the conscious and intense application of mental or physical forces, or both, in an effort to perform a task or activity or to solve a problem; (2)the centering of a college student's program of study in one department or field of learning in which he does work of advanced grade; (3)a plan of curriculum organization in which one subject, such as history, becomes the center and other subjects are integrated with it.

critical reading:

*1 (1) the process of making judgments in reading; evaluating relevancy and adequacy of what is read. E. Betts, cited by N.B. Smith (1965). (2)an act of reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of what is read according to an established standard. Critical reading is the judgment of validity, or worth of what is read, based on sound criteria or standards developed through previous experiences. H.M. Robinson (1970). NOTE: N.B. Smith (1965) has pointed out that Betts was the first to use the term "critical reading," so the term is of fairly recent origin. W.S. Gray, D. Russell, and others endorsed the critical function in reading because they believed that the thinking processes used in reacting to what was read formed a complete psychological unit; i.e., reading. In this way, critical reading came to be thought of as an extension of reading beyond the literal and interpretive levels. Although fragmentary descriptions of critical reading exist, the principal focus has been on the evaluative aspect of reading. Critical reading may involve internal and/or external critical evaluation. (see Critical Evaluation). Among the identified skills of critical reading involved in making judgments are those having to do with the author's intent or purpose; with the accuracy, logic, reliability and authenticity of the writing; and with the literary forms, components, and devices identified through literary analysis.

*2 evaluating the quality, the value, the accuracy, and the truthfulness of what is read.

*4 reading in which the reader evaluates content in terms of its authenticity, beauty, usefulness, or some other criterion.

cultural literacy:

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developmental:

*1 pertaining to, or characteristic of, the process of development; general term applied to many types of age, growth, or maturation, such as mental, anatomical, physiological, educational, or social.

developmental courses:

developmental educators:

developmental programs:

*2 arrangement of learning designs which considers the normal growth and development pattern of children.

developmental reading:

*1 (1) reading instruction, except remedial, for students at all levels. (2) reading instruction, except remedial for all students beyond the elementary school level. NOTE: According to N.B. Smith (1965), this is the earliest meaning of the term in reading literature. (3) a comprehensive school program of remedial and nonremedial reading instruction for all students. (4) remedial reading instruction in high school and college, a misuse of the term.

*2 classroom instruction to improve the child's reading skills systematically in tune with the standard levels of progress of the particular school.

*3 Reading instruction designed to develop reading skills progressively and sequentially.

developmental students:

diagnosis:

*1 the act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang. (2) the classification of people or things into established categories, as an educational diagnosis. (3) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty.

*2 analysis of available information, subjective and objective, to determine the nature, etiology and pattern of a disability; such activity has as its goal the development of a prescriptive program for correction.

*3 (1) the procedure by which the nature of a disorder, whether physical, mental, or social, is determined by discriminating study of the history of the disorder and of the symptoms present; (2) in guidance, the analyzing of performance of clients and the development of tests which elicit maximum information; also, the results obtained by these activities; (3) (curric.) the process of determining the existing capabilities of a student by analyzing his performance of a hierarchy of essential tasks in a specific subject, such as mathematics or music, with the intent of facilitating his learning by assigning appropriate remedial or advanced learning tasks.

elaborating:

*1 (1) the process, or result of expanding in detail or complexity a simpler object or idea. Your theme is excellent but needs elaboration. (2)the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed -- L. Reder (1980).

*2 extension by the addition of variations of associated movements or ideas.

encoding:

*1 (1) to change a message into symbols, as encode oral language into writing; encode an idea into words, or encode a physical law into mathematical symbols. (2)to give a deep structure to a message. Encoding starts with meaning...you start out with a message; then you assign a deep structure -- R. Goodman (1971).

*2 analysis and conversion of oral language into representative written symbols in reading; in general the conversion from one system of communication to another.

*4 (1)process whereby a message is transformed into signals that can be carried by a communication channel; (2)process whereby a person transforms his intention into behavior that will serve as a signal in a communication system -- usually oral or graphic language, but gestures, signs, etc., may also serve; may involve several steps; for example, a person writes a telegram (first encoding) which is in turn transformed by another into electric signals (second encoding).

graphic post-organizers:

higher level reading skills:

higher level thinking skills:

interacting with the text:

learning assistance:

learning assistance center:

learning skills:

learning styles:

*3 Preferred mode of problem-solving, thinking or learning used by an individual. Sometimes called cognitive style, and may be conscious, unconscious, or specific to many or only a small number of tasks.

literacy:

*1 (1) the ability to read. (2)the ability to read and write a language, and sometimes to perform arithmetic operations. (3)See functional literacy. (4)the possession of reading, writing and sometimes arithmetic skills to a degree thought desirable by a society. (5)competency in a technical field, as computer literacy.

*3 Relative term. Commonly defined in terms of a reading age of 9 1/2 or as equated with five years of schooling. Gray, writing for UNESCO in 1969, defined it as followed: 'A

person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group. This quality is often measured in connection with the norm for an individual age range. Note the distinction often made between functional literacy and organic literacy.

*1 (1) strictly, the bare ability to read and write; (2) more broadly, ability to read and write at the level of the average fourth-grade pupil. (The norm is relative and usually implies the comparison of the individual's ability to read and write with the average ability found at his social or economic level.)

long-term memory (LTM):

*1 that aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter.

*2 relatively permanent stored information which is capable of retrieval through association.

*3 Term in memory research distinguishing short term memory from long term memory. LTM is seen as a store of permanent memories with a vast capacity. Sometimes called secondary memory.

lower level reading skills:

lower level thinking skills:

mapping:

*1 (1) n. the formation of one or more hypotheses or expectancies in attempting to solve a problem. (2) See cognitive map. (3) v. to survey material before careful reading to get an overview of its nature and organization.

*2 a pattern of symbols that corresponds exactly with a physical feature, geography, or a system of events such as brain waves.

*4 a correspondence established between the members of one set and the members of another, usually synonymous with function and transformation, for some writers, the term mapping carries a geometric connotation, in contrast to any algebraic description which might be given for the correspondence.

metacomprehension:

metacognition:

*1 adj. referring to those theories and principles used in the study of thought processes.

motivation:

*1 (1) the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc. (2) the process by which such forces arouse and direct behavior in one direction rather than another. (3) activity by one person that produces need-goal behavior in another.

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*2 arousing inner stimulation to learning or action.

*3 Psychological state referring to behavior(s) brought about by physiological or social needs, and directed toward goals. Theories of motivation are biogenic or sociogenic and famous theorists of motivation include Hull, Maslow, McClelland, and McDougall.

*4 (1)psych. broadly considered the process of arousing sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation; (2)the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel.

networking:

organizational patterns:

placement:

*4 The assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his aims, capabilities, readiness, educational background, and aspirations.

pre-reading:

*1 (1) n. reading something silently before oral reading to determine the type of expression, pacing and voice projection needed for oral interpretation. (2)adj. having to do with activities before learning to read or before the act of reading, as prereading skills. a prereading introduction to an author.

reading process:

*1 an operation or change which takes place in the act of reading.

*4 the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs.

reading strategies:

remedial:

remedial reading:

*1 (1) any specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction. (2)intensive, specialized reading instruction for students reading considerably below expectancy. (3)reading instruction which is more specialized than corrective reading in the classroom but not as specialized as that in the definition. (4)developmental reading instruction set at a different pace and designed for an individual student or a selected group.

*2 Instruction provided students with generalized reading deficiency by reading specialist outside the regular classroom; the clinical approach seeks the cause(s) of the disability and designs and conducts a program to correct or alleviate the cause(s).

*4 In reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class.

remedial reading programs:

*1 (1) the curriculum and operation of a program designed to provide intensive remediation in reading, usually by a teacher with advanced training and in a setting that allows flexible adjustment of materials and methods to individual differences. (2) any set curriculum or material for the remediation of reading skill deficits, usually commercially prepared, into which the student is fitted.

*3 an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading.

remedial students:

review:

*1 (1) v. to study again for better understanding and/or retention, as review a lesson. (2)n. the act of studying again. (3)n. a critical report, as a book review, a drama review. (4)v. to so report. (5)v. to make a survey of something, as review the research on reading readiness. (6)n. the report of a survey. (7)v. to look back upon, as review one's experiences in reading.

*4 (1) Reexamination of material previously presented or studied.

scanning:

*1 (1)v. to examine or read something quickly, but selectively, for a particular purpose; skim; as scan an article for the general idea, scan a directory for a telephone number. (2)v. to examine or read something carefully; look at closely. Please scan this drawing for flaws. He proceeded to scan the text for clues to the murderer. (3)n. the act or result of making a detailed survey, as a brain scan. (4)v. to analyze the metrical structure of verse. (5)v. to follow, in verse, the rules of meter. The poem scans well. (6)n. to make a visual, electronic or mechanical search of computer data, as scan the computer printout.

*2 very rapid reading to locate specific words or ideas.

*4 (1) In reading, the rapid perusal of written material; sometimes used as a strategy for making later reading of the material more efficient.

schemata:

*1 an ordered plan or structure; in written form, a schematization.

*2 a network or outline to show recorded data. (2) a number of concepts or ideas presented as a coherent plan. Used in this sense by Piaget but with a number of modifications.

*3 Piaget's term for the sensory-motor coordinations present within the child at birth.

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short term memory (STM):

*1 that aspect of memory that lasts only briefly, has rapid input and output, is very limited in capacity, and depends directly on stimulation for its form, as memory is even after one has attended to a stimulus array but before one has mastered all the details. In current models of reading behavior, STM enables the reader to keep parts of the reading material in mind until enough material has been processed to make sense.

*2 limited capacity memory of short duration which dissipates with time or is replaced by new information.

*3 that activity in remembering where retention is limited to a few minutes. Where capacity for retention is limited. Used by Broadbent and others as distinct from long-term memory. Short term memories exist as activity traces in the short-term store. Opinion is divided on whether short-term memory is a meaningful concept and any different in kind or function from long-term memory.

skills:

*1 (1)n. an acquired ability to perform well; proficiency. NOTE: The term skill often refers primarily to motor acts, especially to finely-coordinated, complex ones that are the result of perceptual-motor learning, as handwriting, golf, or pottery. However, skill is also used to refer to acts that are primarily intellectual, as comprehension skills, thinking skills. Special types of skill, as study skills, are given under the describing term. (2)n. a craft or activity requiring a high degree of competence, as the skill of making fine jewelry.

*2 efficient execution of mental or physical tasks.

*3 Systematic and coordinated pattern of mental and/or physical activity, usually involving both receptor processes (senses which receive stimuli) and effector processes (muscles and/or glands which provide responses). Skills may be perceptual, motor, manual, intellectual, social, etc., according to context or dominant aspect of the skill pattern.

*4 (1)anything that the individual has learned to do with ease and precision; may be either a physical or mechanical performance.

skimming:

*1 (1)NOTE: Skim shares only the first of two primary meanings of scan; to read rapidly and selectively, but purposefully, rather than to read carefully.

*2 rapidly going over (reading) an entire passage to get a general impression or overview.

*4 (1)a method of reading according to which the reader looks for certain items but does not read the complete text; (2)a method of reading according to which the reader attempts to get the general meaning without attention to details.

specialized vocabulary:

speed reading:

*1 instruction focused on increasing rate of comprehension, often with the aid of such mechanical devices as pacers, tachistoscopes, etc. NOTE: Too often such instruction aims merely at one high rate of reading without considering either comprehension to an adequate degree or the desirability of developing flexibility of reading rate with speeds adjusted to the reader's purpose, the level of difficulty of the subject matter, and the reader's

knowledge and background.

*3 Techniques for improving speed and comprehension in reading.

analytical learning:

study habits:

*1 a person's usual ways of applying study skills, effective or otherwise.

*2 the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people.

study reading:

study skills:

*1 a general term for those techniques and strategies which help a person read or listen for specific purposes with the intent to remember. NOTE: Although reading specialists may differ in terms of the specific skills to be included, study skills commonly include following directions; locating, selecting, organizing, and retaining information; interpreting typographic and graphic aids; and reading flexibility.

*2 abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields; these include common skills applicable to all fields and specialized skills applicable to only a specific content.

*3 Skills a student needs to develop in order to study successfully.

*4 a special ability used in study such as reading, outlining, summarizing or locating material.

study strategies:

*1 a systematic process for the intensive study of a selection for retention and recall. SQ3R is a study strategy.

studying:

*2 application of the mind (attending) to learning material for problem-solving, acquiring knowledge, or skill development.

summarize:

*4 oral or written condensing of material read; generally recognized as a study skill.

surveying:

*1 (1)a. the overview of a field to determine its status and the trends and issues surrounding it. (2)a. a sampling of individual responses to a question, topic, etc., as a survey of television use. (3)a. an overall examination of performance, as a reading survey. (4)a. to make a comprehensive overview, as survey a district.

*2 an investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on the data gathered.

thinking skills:

transfer:

*1 (1)n. in general, the carryover process, or effect, of one response or set of responses upon another, as the transfer of reading skills to writing skills. NOTE: The carryover may be positive, negative, or zero. Special types of transfer, as negative transfer, are given under the describing term. (2)v. to so transfer. (3)n. the process, or effect, of the carryover of grammatical forms from language to language, often in an interfering way. (4)n. the change of speech symbols into another medium of expression, as writing. (5)n. a metaphor. (6)n. a design to be carried over onto another surface, as by a printing press, a decal, etc. (7)n. one who changes from school to school. (8)v. to so change.

*2 carryover of learning into a situation which differs from the original learning situation.

*3 (1)Technical term in stimulus-response psychology to indicate the effects of previous experience on later learning, e.g., in learning a specific physical skill such as planing wood, a student learns coordination and balance which is helpful in a related but different skill such as filing metal. This is termed horizontal transfer. In vertical transfer one type of association is a prerequisite for a higher type of association, for example, discrimination between right-angled and other types of triangles is a prerequisite to solving problems using Pythagoras' Theorem. See also generalization which differs in so far as it takes place without additional teaching or deliberate learning. (2)To change from one school to another before completion of a degree program or before finishing the highest grade given in a school. (3)As in teacher transfer, to change from one school to another within the same system.

*4 SYN. transfer of training (TRANSFER OF TRAINING: the influence that the existence of an established habit, skill, idea or ideal exerts on the acquisition, performance, or relearning of another similar characteristic; such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer).)

tutoring:

*1 (1)v. to instruct on an individual basis, often privately. (2)n. a person who so instructs.

*4 n. a process of instruction used in some colleges in which a tutor acts as general advisor to a small number of individuals and supervises the pursuit of knowledge in a specific subject area.

visualizing:

writing process:

WCRLA TASKFORCE MEMBERS AS OF 2/14/88

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• = ex officio members

• - These 4 are together & are collaborating



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Appalachian State University
Boone, North Carolina 28608
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Kellogg Institute
Research in Developmental Education
Telementoring Project

March 23, 1988

Dr. Susan Deese
Skills Center
Zimmerman Library
University of New Mexico
Albuquerque, NM 87131

Dear Susan:

In considering the distribution of a future Readers' Survey for the JOURNAL OF DEVELOPMENTAL EDUCATION, the concept of distributing the survey at both the WCRLA and NADE conferences has been discussed. The earliest date we might accomplish this goal would be the 1989 conferences. Since we are requesting your participation in the project, we would like you to review the attached list of questions to provide feedback.

Please excuse the informal presentation of survey questions. As is obvious from the hand written changes, they are still in the formative stage. We look forward to your input and response to possible participation.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara J. Calderwood'. The signature is written in dark ink and is positioned to the right of the typed name.

Barbara J. Calderwood
Managing Editor

BJC
Enclosures

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QUESTION #1 I HAVE BEEN A SUBSCRIBER FOR _____ YEARS.

QUESTION #2 THE LIBRARY AT MY INSTITUTION CARRIES A SUBSCRIPTION TO THE JOURNAL. _____ YES _____ NO _____ DON'T KNOW

IF YOUR ANSWER WAS "NO", PLEASE INCLUDE YOUR NAME AND INSTITUTION FOR FUTURE CIRCULATION PROMOTIONS.

NAME _____
INSTITUTION _____

QUESTION #3 MY INSTITUTION IS A _____ 2 YR. _____ 4 YR., _____ PUBLIC
_____ PRIVATE COLLEGE.

QUESTION #4 OUR STUDENT POPULATION FALLS IN THE RANGE OF:
LESS THAN 1,000 _____ 5,000 - 8,000 _____
1,000 - 3,000 _____ 8,000 - 10,000 _____
3,000 - 5,000 _____ MORE THAN 10,000 _____

QUESTION #6 MY DEPARTMENT SUBSCRIBES TO THE JOURNAL. _____ YES _____ NO _____ DON'T KNOW

QUESTION #7 OUR DEVELOPMENTAL STUDIES DEPARTMENT OR LEARNING ASSISTANCE PROGRAM (CIRCLE ONE) HAS _____ STAFF MEMBERS.

QUESTION #8 TOPICS OF IMPORTANCE TO ME. I WOULD LIKE TO READ ARTICLES RELATED TO THE FIELD OF DEVELOPMENTAL EDUCATION IN THE FOLLOWING AREAS:

- | | |
|----------------------------|----------------------------|
| READING | RESEARCH IN THE FIELD |
| WRITING | PROGRAM EVALUATION |
| SCIENCE | REASONING AND CRITICAL |
| MATHEMATICS | STUDY SKILLS |
| COMPUTER EQUIPMENT | TUTORING |
| EVALUATION OF SOFTWARE | MOTIVATION |
| LEARNING DISABILITIES | TEACHING/LEARNING PROCESS |
| LEARNING STYLES | LEARNING LABS/CENTERS |
| PROGRAM MANAGEMENT | RETENTION PROGRAMS |
| DESCRIPTIONS OF SUCCESSFUL | STATE/NATIONAL POLICIES |
| COMPREHENSIVE PROGRAMS | RESEARCH IN RELATED FIELDS |

QUESTION #9 I AM PARTICULARLY INTERESTED IN THEORY AND WOULD LIKE MORE ARTICLES FOCUSING ON THE THEORIES UNDERLYING THE ABOVE TOPICS.
_____ YES _____ NO _____ OCCASIONALLY.

QUESTION #10 I WOULD LIKE TO SEE AN ENTIRE ISSUE OF THE JOURNAL DEVOTED TO A SINGLE THEME. _____ YES _____ NO

IF "YES", I ~~WOULD PREFER A FORMAT IN WHICH~~ ^{THE} ~~THEMES~~ ^{THEMES} I
~~ALL THREE ISSUES OF A GIVEN VOLUME BE DEVOTED TO A~~
~~DIFFERENT THEME~~
~~ONE ISSUE OF A GIVEN VOLUME BE DEVOTED TO A SINGLE THEME.~~
~~OTHER~~

FEEL WOULD BE APPROPRIATE INCLUDE _____

QUESTION #11 I USUALLY PREFER THE "HOW WE DO IT" ARTICLES TO THOSE DESCRIBING GENERAL PRINCIPLES OR THEORY. YES NO MIXTURE OF BOTH

QUESTION #12 ON MY CAMPUS THE JOURNAL IS READ BY:
 INSTRUCTORS
 ADMINISTRATOR OF THE DEV. UNIT
 THE PRESIDENT
 STUDENTS, TUTORS, AIDES
 ADMINISTRATOR OF OUR COLLEGE/DIVISION
 OTHER _____

QUESTION #13 ADVERTISING. AFTER READING AN ADVERTISEMENT IN THE JOURNAL, I HAVE WRITTEN FOR MORE INFORMATION THIS MANY TIMES.
 0 1 2 3 4 MORE

QUESTION #14 I WOULD SEEK MORE INFORMATION FROM ADVERTISERS ON YOUR READERS' SERVICE CARD THAT I CAN TEAR OUT AND RETURN FOR MORE INFORMATION THAN BY PERSONALLY CONTACTING INDIVIDUAL ADVERTISERS.
 YES NO

QUESTION #15 THE MAJORITY OF JOURNAL ADVERTISING FEATURES PUBLICATIONS AND CONFERENCES. CHECK OTHER TYPES OF ADVERTISING THAT YOU WOULD LIKE TO FIND IN THE JOURNAL.

<input type="checkbox"/> COMPUTER HARDWARE	<input type="checkbox"/> TRAVEL/STUDY OPPORTUNITIES
<input type="checkbox"/> COMPUTER SOFTWARE	<input type="checkbox"/> CONSULTING SERVICES
<input type="checkbox"/> PROFESSIONAL DEVELOPMENT OPPORTUNITIES	<input type="checkbox"/> FINANCIAL SERVICES DESIGNED FOR EDUCATORS
<input type="checkbox"/> LEARNING LAB EQUIPMENT	

QUESTION #16 GENERAL INFORMATION. I HAVE BEEN IN THE FIELD OF DEVELOPMENTAL EDUCATION FOR YEARS

0-2yrs 3-5 yrs. 6-10 yrs. 10 or more yr.

QUESTION #17 MY DISCIPLINE IS _____

QUESTION #18 I PLAN TO BE IN THE FIELD 2 YEARS FROM NOW. YES NO

QUESTION #19 SUPPORT FOR DEVELOPMENTAL EDUCATION PROGRAMS ON OUR CAMPUS DURING THE NEXT THREE YEARS IS LIKELY TO:

<input type="checkbox"/> REMAIN THE SAME	<input type="checkbox"/> DECLINE SLIGHTLY
<input type="checkbox"/> INCREASE SLIGHTLY	<input type="checkbox"/> DECLINE A GREAT DEAL
<input type="checkbox"/> INCREASE A GREAT DEAL	<input type="checkbox"/> BE ABOLISHED

QUESTION #20 THE WRITING PUBLISHED IN THE JOURNAL IS:

<input type="checkbox"/> TOO FORMAL	<input type="checkbox"/> LIVELY
<input type="checkbox"/> DULL	<input type="checkbox"/> JUST RIGHT
<input type="checkbox"/> TOO INFORMAL	<input type="checkbox"/> OTHER _____

QUESTION #21 PUBLICATIONS I READ OTHER THAN THE JOURNAL INCLUDE, _____

(add more if you like)

QUESTION #22 Other professional organizations I belong to include _____

RATING SCALE

POOR SOLID EXCEPTIONAL
1.....2.....3.....4.....5

CONTENT COVERAGE, including:

RATING: _____

- o Covers relevant factors
- o Content is accurate
- o Uses visuals appropriately
- o Includes: pros/cons
 advantages/disadvantages
 different points of view
- o Clearly explains/analyzes relationships
 among elements of content
- o Provides detail sufficient for imple-
 mentation

ORGANIZATION/CLARITY, including:

RATING: _____

- o Concise
- o Internal structure coherent
- o Stylistically effective
- o Precise in focus and definition
- o Easy to extract relevance
- o Argues logically
- o Purpose is clear and achieved
- o Mechanics of language are correct
- o Approach is fresh

DOCUMENTATION, including:

RATING: _____

- o Data is sufficient, varied, appropriate
- o Sources are sufficient, varied, appropriate
- o References are specific to the topic
- o References are timely and available
- o Sources are developed in the article (not
 just included as references)

IMPORT FOR DEVELOPMENTAL EDUCATION, including:

RATING: _____

- o Timeliness of topic
- o Uniqueness of topic
- o Likelihood of influence on policy, practice

SCORE 1: mean of above four ratings: _____ SCORE 1

SCORE 2: independent evaluation (holistic): _____ SCORE 2 (half-points okay)

PROCEDURE: USE OF RATING SCALE

- (1) Rate each of the four criterion areas on a 1-5 scale.
 - * During this rating: consider each of the sub-factors listed.
 - eliminate sub-factors which do not apply.
 - add unusual sub-factors which do apply.
 - * No need to separately rate each sub-factor; the rating is for the criterion area as a whole.
- (2) Tally the four ratings and calculate the mean: this is Score 1.
- (3) Provide a separate overall score of the piece on a 1-5 rating (also using half-points): this is Score 2.
 - o Score 2 reflects that the whole may be more or less than the sum of its parts, sometimes substantially so.
 - o If Score 2 is substantially different from Score 1, provide some sort of narrative as to why this is the case.

PROCEDURE: SELECTING AND EVALUATING ARTICLES

- (1) Any member of the panel can recommend any article for evaluation.
- (2) All articles recommended for evaluation should be accompanied by a comment concerning the particular strength of the piece.
- (3) All members of the panel will rate all articles nominated.
- (4) The panel chair will compile all ratings and will provide the panel members with a listing of the cumulative scores (and raw data) for all articles. The chair will also recommend how many articles (usually no more than 3 or so) should be considered "in the finals", based on what seems to be the weight and pattern of the first ratings and comments.
- (5) The panel members will either concur with the recommended cut-off for final consideration or suggest no more than one additional article (each).
- (6) The list of "finalists" will include all articles recommended during steps 4 and 5 above.
- (7) All panel members will re-rate all articles in the finals, using the same rating form and scales as originally used.
- (8) The panel chair will summarize and distribute all final ratings, and will recommend a winner.
- (9) The panel members, during a conference call, will discuss and agree upon the winning article. If unable to agree, the winner will be chosen by vote of all panel members (with the chair voting only in case of a tie).
- (10) No article written by a panel member, elected officer of NADE, WCRLA, or any other participating organization will be eligible to receive the award.

PROCEDURE: SELECTION OF PANEL

- (1) The panel for selection of the outstanding article will be organized by JDE staff, and members will consist of representatives from NADE, WCRLA, and any other participating national organization.
- (2) Membership on the panel will include the following:
 - a. 2 individuals representing NADE publications
 - b. 2 individuals representing WCRLA publications
 - c. 2 individuals representing any other participating organizations' publications
 - d. Recipient of the previous year's Authors' award (Board member Curtis Miles to fill this position for the first year.)
- (3) The Editor or Managing Editor of the JDE will serve as the non-voting chair for the panel.



**Western
College
Reading &
Learning
Association**

GUIDE TO ESTABLISHING



STATE/REGIONAL CHAPTERS



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BOARD POLICY RECOMMENDATION ON
STATE/REGIONAL CHAPTERS

The 1987-88 Board of Directors of the Western College Reading and Learning Association (WCRLA) recognizes that the establishment of chapters within states, regions or areas benefits the Association in the following ways:

1. chapters will be a means of connecting local membership with the ~~national group~~ *association*
2. they will provide a vehicle for members to participate in WCRLA's program ~~locally if not nationally~~; and *at the local level.*
3. chapters will promote membership and participation in the Association.

The formation of chapters benefits states, regions or areas in the following ways:

1. chapters are a convenient framework within which individuals can meet to consider professional issues of local interest;
2. they give recognition to the state *region/area*.
3. they provide for continuity from year to year;
4. they provide for more active involvement of more people; and,
5. chapters lead to better accountability of decisions and actions of the officers.

The Board of Directors hereby endorses the following guidelines for the establishment of chapters:

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state, regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Chapters will be autonomous except as provided by the Association's Constitution and Bylaws. Chapters will be responsible for: adopting bylaws which govern officers, membership meetings, committees and other matters; developing and implementing their own programs; requesting information and assistance from the Coordinator of State/Regions as needed; establishing criteria for dues and membership; developing a newsletter and/or engaging in other activities in order to improve communication within the membership; and, providing funds to support the activities of the chapter.



**Western
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

STEPS FOR FORMING CHAPTERS

STATE/REGION/AREA RESPONSIBILITY

1. Complete the petition for chapter form.
2. Secure signatures of at least 25 WCRLA members.
3. Compile a list of names and addresses of members petitioning for chapter status.
4. Submit all information to the Coordinator of state/regional directors.

BOARD RESPONSIBILITY

1. Coordinator of State/Regional Directors will notify the Board of Directors of a chapter request.
2. ~~At the spring conference,~~ the Board will act on the request.
3. *pending notification of memberships of petitioners*
Notification of the Board action will be sent to the chapter facilitator ~~as soon as possible.~~

w/in 60 days



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PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name _____ and covering the following geographic area: _____.

The purpose and objectives of the chapter will be as follows:

Name of person facilitating the organization of the chapter _____

Address _____

Phone _____

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101



**Western
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CHAPTER REQUEST FOLLOW-UP

Remarks and recommendation of the coordinator of
state/regional directors: _____

Presented to the Board _____

Permission to form a chapter: granted _____ . denied _____

Comments: _____

Board Signatures

President

President-Elect

Secretary

Treasurer

Coordinator of State/Regional Directors

MODEL BYLAWS FOR CHAPTERS

AMERICAN SOCIETY OF WOMEN ACCOUNTANTS

ARTICLE I

NAME

The name of this organization shall be _____
Chapter, Number _____, of the American Society of Women Accountants, herein-
after referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this chapter shall be, in accordance with the policy and program
of the American Society of Women Accountants, to advance the interest of women
in all fields of accounting.

ARTICLE III

MEMBERSHIP

Section 1.

(2)

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be a president, vice president, secretary and treasurer.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as president.

(3) Section 3. Each officer shall serve for a term of one administrative year or until their successors are elected. The officers' terms of office shall begin July 1.

Section 4. Vacancies:

A. A vacancy in the office of president shall be filled by the vice president.

Model Bylaws for Chapters (Continued)

ARTICLE IV - OFFICERS (Continued)

- B. If a vacancy occurs in the office of the president and vice president, the secretary shall call a meeting of the Board of Directors for the purpose of electing from the eligible members of the Board of Directors a president to fill the unexpired term of president.
- C. A vacancy in the office of vice president, secretary or treasurer shall be filled by appointment of the president with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of _____ years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and the "Chapter Procedure Manual."

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least ten regular monthly meetings each year at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in June shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise.

Section 3. Special meetings may be called by the president or a majority of the Board of Directors.

Section 4. A quorum shall consist of _____ members of the Chapter.

Section 5. The president, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when it deems such action necessary due to the existence of a local or national emergency.

ARTICLE VI

REPRESENTATION and VOTING

Section 1. The Chapter shall be represented at meetings of the American Society of Women Accountants as provided for in the National Bylaws.

Section 2. Credentials of delegates, alternates, proxies and proxy alternates shall be signed by the Chapter president or Chapter secretary.

Model Bylaws for Chapters (Continued)

ARTICLE VI - REPRESENTATION and VOTING (Continued)

Section 3. Delegates and alternates to the National annual meeting and special meetings for the ensuing administrative year shall be elected by a majority vote of the members present at the regular June meeting or at any other regular or special meeting of the membership providing notice of such election is sent with the notice of the meeting.

ARTICLE VII

BOARD OF DIRECTORS

(3) Section 1. The Board of Directors shall consist of the officers of the Chapter, the immediate past president and _____ elected directors, _____ of whom shall be elected each even-numbered year and _____ of whom shall be elected in each odd-numbered year for a term of two years, or until their successors are elected.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies

- A. If the immediate past-president is unable to serve on the Board of Directors, the most recent past-president who consents to serve shall fill this vacancy.
- B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the president with the approval of the Board of Directors. Such directors shall serve until their successors are elected.

Section 4. Each member of the Board of Directors shall serve as chairman of such standing committees as may be assigned by the president and approved by the Board of Directors.

Section 5. Meetings

- A. The Board of Directors shall hold regular monthly meetings.
- B. Special meetings may be called at any time by the president or at the request of a majority of the Board of Directors.
- C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The directors shall serve no more than two consecutive elected terms. A director having served two consecutive terms may serve again as a director after the expiration of _____ years.

Model Bylaws for Chapters (Continued)

ARTICLE VII - BOARD OF DIRECTORS (Continued)

Section 7. The Board of Directors shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the "Chapter Procedure Manual" as approved by the National Board of Directors.

(4)

ARTICLE VIII

COMMITTEES

(5) Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2. Standing committees shall be: _____

A. The chairmen of these committees shall be appointed by the president and approved by the Board of Directors.

B. Members of the committees shall be selected by the respective chairmen with the approval of the president.

Section 3. Special committees may be appointed by the president whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The president of the Chapter shall be an ex-officio member of all committees except the Nominating Committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and in the "Chapter Procedure Manual" and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS and ELECTIONS

Section 1. The Nominating Committee shall consist of three members, one regular member elected by the Board of Directors and two regular members elected by the membership no later than the _____ meeting of each year.

Section 2. The chairman of this committee shall be appointed by the Board of Directors.

Section 3. A vacancy on this committee shall be filled by the Board of Directors.

Model Bylaws for Chapters (Continued)

ARTICLE IX - NOMINATIONS and ELECTIONS (Continued)

Section 4. This committee shall report their nominations for officers and directors to the membership no later than the regular March meeting of the Chapter. Additional nominees may be made from the floor, provided that consent of the member has been obtained.

Section 5. Annual election of officers and directors shall be held no later than the regular April meeting of the Chapter.

- (6) Section 6. The officers and directors shall be elected by ballot. If there is only one candidate for each office and director, the president shall declare the slate elected.

Section 7. Newly elected officers and directors shall take office at the beginning of the administrative year.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

- (5) Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings of the Board of Directors.

Section 3. The fiscal and administrative year of the Chapter shall be July 1 through June 30.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

- (7) Section 1. Dues for all classes of membership are based on the membership status as of June 30. Annual dues of regular and associate members shall be \$ _____ per year plus the amount of membership dues payable to the national organization. For new members of these classes joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year. Annual dues for junior members shall be \$ _____ per year, plus the amount of membership dues payable to the national organization. For new junior members joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year.

Model Bylaws for Chapters (Continued)

ARTICLE XI - DUES (Continued)

Section 2. Dues shall become payable on July 1 of each year based on the membership status on June 30 and shall become delinquent sixty days after the invoice date but not earlier than September 1. Any members whose dues have not been paid within this time shall be dropped from membership. Reinstatement within the fiscal year may be granted upon payment of \$5.00 and the full year's dues by June 1 of that fiscal year.

(8)

ARTICLE XII

DISSOLUTION

Section 1. This chapter can be dissolved by a two-thirds vote of the members present and voting at a membership meeting, and a majority vote of the Board of Directors at a board meeting. Notice of such vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this chapter is declared inactive by its Board of Directors, it shall surrender its charter and all books and records to the National Headquarters office.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will go to a non-profit organization that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code as follows: (1) The Educational Foundation of AWCPA/ASWA, if it is in existence, or (2) a non-profit organization working for the benefit of the accounting profession to be chosen by the Trustee of the dissolution.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These Bylaws may be amended at any regular meeting of the Chapter, by a two-thirds vote, provided the amendment has been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this Chapter shall be submitted to the National Bylaws Chairman for approval before becoming effective.

Section 3. When amendments to the National Bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

CONSTITUTION
of the
WESTERN COLLEGE READING ASSOCIATION

Article I: The name of the association will be the Western College Reading Association. It will be a non-profit organization.

Article II: The objectives of this association are twofold:

1. To exchange ideas and techniques with regard to college reading and study skills programs.
2. To propose and encourage the adoption of certain specific qualifications for teachers of college reading and study skills programs.

Article III: Membership.

1. Any individual who is qualified and is interested in college reading and study skills programs is eligible for membership upon signing a membership application.
2. The membership shall have one class of membership; the voting privileges shall be equal.

Article IV: Officers.

1. The elective offices of the Association shall be a President-Elect, Secretary, and Treasurer. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.
2. All officers shall be elected for one (1) year, to hold office from conclusion of the spring conference.
3. General Duties of Elected Officers:
 - a. They shall serve as members of the Western College Reading Association Board of Directors.
 - b. They shall act in an advisory capacity to the President.
4. Duties of the President
 - a. He/she shall act as chairperson and presiding officer of the Board of Directors.
 - b. He/she shall act as presiding officer of general meetings.

- c. He/she shall appoint the chairperson of standing and special committees.
- d. He/she shall appoint a Parliamentarian to serve for one (1) year.
- e. He/she shall approve the personnel of committees.
- f. He/she shall call special meetings of the Board of Directors.
- g. He/she shall appoint State/Province Director(s) and Director(s)-at-Large, within 30 days prior to the annual meeting.
- h. He/she shall appoint a corresponding secretary for the duration of his/her term.

5. Duties of the President-Elect:

- a. He/she shall act as presiding officer in the absence of the President.
- b. He/she shall act as Chairperson of the Program Committee.

6. Duties of the Immediate Past President:

- a. He/she shall act as presiding officer in the absence of the President and President-Elect.
- b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.
- c. He/she shall do other work as assigned by the President.

7. Duties of the Secretary:

- a. He/she shall act as presiding officer in the absence of the President and the President-Elect. *+ Past Proxy*
- b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.
- c. He/she shall carry out the general secretarial duties of the Association.

8. Duties of the Treasurer:

- a. He/she shall receive and record the receipts of all dues and other income.
- b. He/she shall make a financial report at each Board of Directors' meeting and each General meeting.
- c. He/she shall submit the books to the Board of Directors for a yearly audit.
- d. He/she shall write and sign all checks for all authorized expenditures.

9. Duties of the State/Providence Director(s) and Director(s)-at-Large

- a. He/she shall serve a term of one year.
- b. Upon appointment he/she shall appoint an assistant state director who will succeed the state director.
- c. He/she will serve as the membership chairperson for his/her state.
- d. An annual report will be submitted to the Board of Directors by Feb. 1.

Article V:

Board of Directors

1. The Western College Reading Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the Treasurer and the Immediate Past President, provided that he/she is still eligible for membership.
2. Powers and Duties.
 - a. It shall conduct, manage and control business and affairs of the Association.
 - b. It shall approve the annual budget.
 - c. It shall approve the expenditures of any funds before the financial obligation is incurred.
 - d. All decisions shall be made by a majority vote of those present. A quorum is required.
 - e. The title of all property of the Association shall be vested in the Association.

Article VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties for the unexpired term.
2. Unexpired term may be appointed by the President.
3. All appointments must meet the qualifications established for eligibility.
4. If a vacancy occurs in the office of President-Elect an acting program Chairperson will be appointed by the President with the approval of the Board of Directors. In this event an election for the office of President and President-Elect shall be held at the annual Spring Conference.

Article VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.
2. There shall be at least two (2) regular meetings each year of the Board of Directors.
3. Special meetings may be called by the President and shall be called at the request of any three (3) directors. Notice of any special meeting shall be given to each Director at least 5 days before the date of any special meeting. Notification of meeting shall be confirmed by the President in writing to all Directors. The notice shall state the purpose for the transaction for which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
4. Members of the WCRA shall have the right to attend all meetings of the Association.
5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

Article VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.
2. A quorum of the WCRA Board of Directors shall be three of its members.

Article IX: Nomination and Election of Officers.

1. Not later than thirty (30) days prior to the dates of the annual Spring Conference the President shall appoint a Nominating Committee Chairperson selected from the available Past Presidents. The Chairperson shall appoint a Nominating Committee consisting of two (2) more available recent Past Presidents plus two (2) other members to be approved by the President.
2. The Nominations Committee shall submit at least two members for each of the following officers: President-Elect, Secretary and Treasurer.
3. All officers except the President and Immediate Past President shall be elected at the Spring General Meeting.
 - a. After the report of the Nominating Committee, the President shall give an opportunity to propose nominations from the floor for each election.
 - b. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election
4. Results of the voting will be made known at the General Business Meeting.

Article X: Dues.

1. The amount of the dues of the Association and the time of payment shall be determined by the Board of Directors.
2. All members shall pay the full dues.

Article XI: Initiative, Referendum, and Recall.

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.
2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.
3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

Article XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

Article XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and By-Laws.
2. In all meetings any member may demand a roll-call vote except for the election of officers.

Article XIV: A choice of methods of voting shall be made at the discretion of the members of the Board of Directors.

Article XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.
2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.
3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

WCRLA BYLAWS 1986

ARTICLE I - NAME

The name of the Association shall be Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.
3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.
2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.
3. State directors will be encouraged to call an annual, state or regional meeting.

4. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.
5. All annual, regular or special meetings of the Association must be held within the western geographical region established by the Association.
6. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase or sale of property or for the investment or other disposal of funds which are subject to the control of the corporation.
4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term in compliance with the mail-ballot procedure established in Article VII, Section III of these By-laws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect, and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.
2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
 - a. Appoint chairpersons of standing and special committees.
 - b. Appoint a parliamentarian.

- c. Approve personnel of committees.
 - d. Call special meetings of the Board of Directors.
 - e. Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.
 - f. Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors to serve in that role/office in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president, and shall act as chairperson of the program committee.
 5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors and shall act in a general capacity as advisor to the president upon the affairs of the Association.
 6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.
 7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year, there shall be a review of the financial records by a committee of three members to be appointed by the president.
 8. Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors not later than February 1 of each year.

ARTICLE VI - FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.
2. In all meetings any member may demand a roll call vote except for those procedures which provide for a mail ballot including the election of officers.
3. Not later than twelve (12) months prior to the beginning of election balloting, the president shall appoint a past-president who served a one year term as committee member as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:
 - a. The election committee shall confer in face-to-face meeting and select from the membership at least two (2) members for each of the offices of president-elect, and secretary or treasurer.
 - b. The committee shall make available to each nominee and his/her institution the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.
 - c. The election committee shall submit to the Board of Directors the names of at least two (2) members for each of the offices of president-elect, and secretary or treasurer in time for action at the Summer Board meeting.
 - d. Information about all candidates, one official ballot and a properly addressed return envelope will be mailed by January 3 to all members in good standing as of December 31.
 - e. All officers except the president and immediate past president shall be elected by mail ballot.
 - f. The election committee will hold at least one open meeting during the annual conference to give the membership the opportunity to propose potential nominees for each elective office.

- g. Voting shall be by secret mail ballot. All votes received on or before February 15 will be included in the final count. A majority of the votes cast shall be necessary for election.
 - h. Ballots shall be sealed immediately following the count and be available for verification as requested in writing for thirty (30) days from the day of the election.
4. Should a quorum as defined by Article VIII of the By-laws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

WCRLA BOARD MEETING
SUMMARY OF MINUTES
Capitol Plaza, Holiday Inn
Sacramento, California
March 21-26, 1988

Board Members Present: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer

March 21, 1988

1. Minutes of the July, 1987, Board meeting, October 1987 retreat and January, 1988 conference call were approved as corrected. (Moved, seconded, passed) (MSP)
2. Becky Johnen, secretary, reported that Chemeketa Community College has supported her role in the organization by providing the following services: typing, work processing, copying, mailings, supplies and use of the phone. She has developed "A Guide to Establishing State/Regional Chapters". Updating of the policies and procedures handbook and the index of minutes is in process.
3. Gladys Shaw, treasurer, reported that we had \$43,462.31 as of February 29, 1988.
4. Gwyn Enright noted that the Association made significant progress toward stated goals in 1987-88. Officers will continue to make presentations at state conferences.
5. The Board is considering ways to attract disabled individuals to the Association as well as the need for a political action committee.
6. The promotion of the Association within large regions and membership in small states are key issues facing state/regional directors according to Wes Brown.
7. Leadership training for state/regional directors is supported by the Board. The development of a Leadership Program for the 1989 conference is being considered.

WCRLA SUMMARY OF MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 21-26, 1988
Page 2

March 22, 1988

8. The Board authorized the expenditure of up to \$500 to host a reception at the TADE/WCRLA state conference. (MSP)
9. Gladys Shaw has been appointed to work with NADE's Standards and Ethics committee on CAS Standards.
10. Under consideration is the possibility of a joint or concurrent conference with NADE in 1993.
11. A Newsletter column exchange between WCRLA and NADE presidents to begin Fall, 1988.
12. The Journal of Developmental Education and Review of Research in Developmental Education have been added to membership benefits.
13. The Board voted to change the title of the coordinator of state/regional directors to coordinator of states and regions to accomodate changes brought about by having chapter presidents. (MSP)
14. Karen Smith, archivist, is to develop a records management sheet that will list items appropriate for the archivist to maintain.
15. Standard logos and public relations policy for all official WCRLA business is to be developed by JoAnn Carter-Wells. (MSP)

March 23, 1988

16. Tom Gier has been charged with chairing an ad hoc committee that will address the national tutor certification issue. This committee will present information to the Board at the summer meeting. (MSP)

WCRLA SUMMARY OF MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 21-26, 1988
Page 3

Page

17. Tom Gier, SIG Coordinator, reported that there are 8 active SIGs during the past year.
18. Due to a job change, Manual Olgin is unable to continue as MAC chairperson. Wes Brown volunteered to replace him.
19. Vince Orlando, Executive Editor for the Journal reported that thirty-three manuscripts were received; twenty-one published. The Journal will expand to two issues in the Fall of 1989. Institutional subscriptions to the Journal will be solicited.
20. Bill Broderick reported on the activities of the Computer Technology SIG.
21. The 1989 conference will be held at the Madison Stauffer in Seattle, Washington. Delores Tadlock and Bernie Rihn are functioning as co-managers for the conference. Updates on activities were provided by the co-managers.

March 26, 1988

22. Beverly Lou Walden Graham was the recipient of the WCRLA Scholarship; Joyce A. Ritchey and Diane J. Starke, the Research Assistance Award; Michael O'Hear, the Distinguished Research Award; and, Karen Smith, the Long and Outstanding Award.
23. The officers for 1988-89 were installed: Gladys Shaw installed Carol Clymer, treasurer 1988-90; Susan Deese installed Becky Patterson, president-elect 1988-89.
24. Wayne Herlin reviewed his year as Newsletter Editor. He received compliments from the Board on the fine job he has been doing with the Newsletter.
25. Joyce Weinsheimer, Awards and Scholarship Committee chairperson, reported that a procedure needs to be developed for research award applicants who make requests to more than one organization.

WCRLA SUMMARY OF MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 21-26, 1988
Page 4

26. It was the consensus of the Board that monies generated by fundraising activities at the conference should supplement the scholarship fund, not be the primary source of funding.
27. At the request of Cheryl Brown, Arizona State Director, the Board voted to provide \$500 to assist Arizona with state conference preparation. (MSP)
28. The Board accepted the bid from Southern California for the site of the 1990 conference. A final decision between a hotel in Irvine or Long Beach will be made at the summer board meeting. (MSP)
29. Bill Broderick will be the 1990 conference manager; Maranda Montgomery will be the assistant conference manager.
30. Mary Rubin, chair of the What's in a Name task force, reported that the task force members have been reviewing relevant terminology. The categorization of definitions will be the group's next focus.
31. The Board voted not to participate in the selection of the Journal of Developmental Education's outstanding article. (MSP)
32. Susan Deese will be distributing a survey to the membership in an effort to better define ourselves.
33. Anna Marie Schlender has continued to provide a placement service for WCRLA focusing on gathering information and posting it at the Annual Conference. The service had 90 active members in 1987-88.

Respectfully submitted

Becky Johnen, Secretary
(These minutes have not been approved.)

3-11-88

Dear All,

Minutes from Monday's conference call are enclosed. Also enclosed is language on the policy recommendation which includes the guidelines we approved Monday. If you have suggestions on the policy recommendation, please call me (work 503-399-5136; home 503-390-4866) by Friday, March 18. That will give me Saturday to make final edits and get copies before I leave for the conference Sunday.

To do lists from the conference call are:

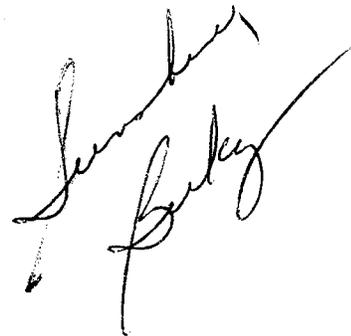
Becky: develop state chapter starter kit
develop guidelines for plenary session facilitators to use
contact Nancy Tooker on Monday of conference week regarding the computer for use on minutes

Gwyn: contact Hal regarding feasibility of a rotating subscription for JDE and RIDE

call Nancy Tooker with plenary session sign requests; request blank signs and markers be available

Susan: contact the hotel or Nancy regarding room arrangement for the plenary session

Looking forward to seeing everyone in Sacramento!!!!

A handwritten signature in cursive script, appearing to read "Susan Tooker". The signature is written in black ink and is located in the lower right quadrant of the page.

WCRLA BOARD MINUTES
TELEPHONE CONFERENCE CALL
MARCH 7, 1988

PRESENT: Gwyn Enright, president; Wes Brown, coordinator of state/regional directors; Susan Deese, president-elect; Becky Johnen, secretary; Gladys Shaw, treasurer

Gwyn Enright called the meeting to order at 12:01 PM Pacific Standard Time.

I. Items for discussion

Discussion topics agreed upon

The following items were agreed to by those present as topics for discussion:

- a. state/regional chapter guidelines
- b. plenary session at the conference
- c. approval of minutes from January 21, 1988 conference call
- d. JDE and RIDE

II. State/regional chapter guidelines

Board approves policy recommendation for state/regional chapter process

The issue of whether state/regional chapters should be a bylaws addition or a Board policy was discussed. An advantage to a bylaws addition would be the formalization of the idea that is not at the discretion of each new Board. An advantage to a Board policy includes the flexibility of a transition period during which states, regions and areas have the opportunity to determine the feasibility of the proposed mechanism for chapters. This period of time allows for a known factor to be presented to the membership for an eventual bylaws vote, rather than a new, unknown quantity.

Susan Deese recommended that the first year the mechanism for state/regional chapters is in operation that it be called a transition period instead of a trial period. Use of the word trial can connote uncertainty with the idea.

Gwyn Enright and Susan supported the idea of a bylaws vote at the same time as next year's election. Wes Brown asked that we remain flexible as to when the idea is presented for a bylaws vote; that the Board decides if and when the time is appropriate for a vote.

There was consensus that the mechanism be presented to the state/regional directors at the conference. Becky will develop a "chapter starter kit" for state/regional directors.

State/regional chapters will not alter current funding structure to states/regions

Wes asked for clarification on the relationship between WCRLA membership dues and the chapters. It was decided that no portion of the organization's membership dues would go to the state. The process for how money is currently allocated to states/regions will remain in effect. Susan suggested that if membership dues are raised in the future, that the Board might consider giving one dollar per member back to the states/regions.

(M) Gladys Shaw; to accept the state/region chapter guidelines as written.
(S) Wes Brown

PASSED

Chapter president to function as state/region director

The role of the state/regional director in an area that has a chapter was discussed. It was the consensus of the Board that the newly elected president of a chapter assume the duties of the state/regional director. The motion to accept the state/region chapter guidelines as written was amended to include the addition of a statement on the role of the chapter president as the state/regional director. (See attachment A.)

II. Approval of Minutes of January 21, 1988 Conference Call

January 21, 1988 minutes approved

The minutes of the conference call held January 21, 1988 were approved with the following corrections:

- A. Page 3, lines 7 and 8: change in Tulane, Louisiana to at Tulane in Louisiana
- B. Page 3, line 19: change Gwyn's to Board's general

III. JDE and RIDE

Publications survey indicates interest in receiving more journals as a benefit of membership

180 survey were received with the following results: 118 would like to receive more publications; 103 would like to receive JDE and 114 would like to receive RIDE.

Cost accounting for the journals would be:

	MAX	MIN
JDE (3 issues)	\$13.71	\$12.51 (retail \$17)
RIDE (5 issues)	7.05	6.30 (retail 9.50)

Yearly contract with the Center for JDE and RIDE effective July, 1988

The organization would contract with the National Center for Developmental Education on a yearly basis, the subscription year beginning in July, not the membership year of each individual. No one can get this added benefit after July 1 for this year. An order form for the additional journals will be developed; these will go to Hal who will submit subscription fees directly to the Center. These forms will be available at the conference with a second notice in the Summer newsletter.

The idea of a rotating subscription was discussed. Gwyn will talk to Hal about the feasibility of this and possible ways of implementing it.

WCRLA to cover the expense of mailing labels for the Center's distribution of JDE and RIDE

WCRLA needs to send eight sets of mailing labels to the Center. There was discussion on reimbursing the Oxford Mailing Service for this expense.

(M) Gladys Shaw; to approve reimbursement to the Oxford Mailing Service for the actual cost or up to \$350, whichever is less, of 8 sets of mailing labels.

(S) Susan Deese

PASSED

IV. Plenary Session

Plenary
session
structure
decided upon

Gwyn presented ideas on how to structure the session. These included having the large group divide into smaller groups with each group having a facilitator. Board members could be facilitators or could circulate around the room touching base with several groups. The purpose of the discussion in small groups would be to brainstorm ideas on the topic and present a recommendation to the Board; the group's function is not to take action on the item. Following small group discussion, the entire group would reconvene with a representative from each small group presenting ideas and/or recommendations of the group. The Board supported the structure Gwyn presented and recommended that Board members circulate and function as resources to the small groups.

Becky Johnen will develop guidelines for facilitators so that the process within each group is similar.

Plenary
session
discussion
topics
identified

Suggested discussion ideas for the groups included: future credibility, additional benefits and name change. It was projected that 100 people might attend this session and that 5 discussion groups would be optimal. Gwyn will review the retreat minutes and decide on other topics to be presented during this session.

The room will be set up for a workshop instead of a business meeting. Round tables will be used, with a sign on each table identifying the issue to be discussed. Gwyn will call Nancy Tooker with sign requests. Blank signs and markers will be available for issues that get generated at the conference.

V. Other

Update on
new brochure

A. Gwyn informed the Board that the new brochure turned out well. A combination of old and new has been sent to Gladys, Wes and Susan; more will be distributed at the conference.

Relationship
with other
professional
organizations

B. The issue of WCRLA's relationship with other professional organizations could be a topic for discussion at the plenary session. Susan will have more information after the NADE conference.

C. Wes notified the Board that Kansas/Nebraska is interested in hosting a major conference. This will be a Board agenda item in Sacramento.

D. A list of state/regional directors for 1988-89 has been sent to Gwyn by Wes.

E. Presidential certificates have been ordered.

The conference call was adjourned at 1:05 PM Pacific Standard Time.

Respectfully Submitted,



Becky Johnen, Secretary

These minutes have not been approved.

BOARD POLICY RECOMMENDATION ON THE FORMATION
OF STATE/REGIONAL CHAPTERS

1. Upon approval of the Board of Directors a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).

5. The president of the chapter will assume the duties and function of the state/regional director position.

6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).

7. State chapters shall not be affiliated with any other organization.

8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.

9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state,

WCRLA BOARD MINUTES
Telephone Conference Call
March 7, 1988
Attachment A
Page 3 of 3

regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

NOTE: Underlined words or sections indicate a revision or addition to Attachment A of the January 21 conference call minutes.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BOARD POLICY RECOMMENDATION ON
STATE/REGIONAL CHAPTERS

The 1987-88 Board of Directors of the Western College Reading and Learning Association (WCRLA) recognizes that the establishment of chapters within states, regions or areas benefits the Association in the following ways:

1. chapters will be a means of connecting local membership with the national group;
2. they will provide a vehicle for members to participate in WCRLA's program locally if not nationally; and
3. chapters will promote membership and participation in the Association.

The formation of chapters benefits states, regions or areas in the following ways:

1. chapters are a convenient framework within which individuals can meet to consider professional issues of local interest;
2. they give recognition to the state;
3. they provide for continuity from year to year;
4. they provide for more active involvement of more people; and,
5. chapters lead to better accountability of decisions and actions of the officers.

The Board of Directors hereby endorses the following guidelines for the establishment of chapters:

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state, regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Chapters will be autonomous except as provided by the Association's Constitution and Bylaws. Chapters will be responsible for: adopting bylaws which govern officers, membership meetings, committees and other matters; developing and implementing their own programs; requesting information and assistance from the Coordinator of State/Regions as needed; establishing criteria for dues and membership; developing a newsletter and/or engaging in other activities in order to improve communication within the membership; and, providing funds to support the activities of the chapter.

MAR 17 1988

3-11-88

Dear All,

Minutes from Monday's conference call are enclosed. Also enclosed is language on the policy recommendation which includes the guidelines we approved Monday. If you have suggestions on the policy recommendation, please call me (work 503-399-5136; home 503-390-4866) by Friday, March 18. That will give me Saturday to make final edits and get copies before I leave for the conference Sunday.

To do lists from the conference call are:

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call Nancy Tooker with plenary session sign requests; request blank signs and markers be available

Susan: contact the hotel or Nancy regarding room arrangement for the plenary session

Looking forward to seeing everyone in Sacramento!!!!

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WCRLA BOARD MINUTES
TELEPHONE CONFERENCE CALL
MARCH 7, 1988

PRESENT: Gwyn Enright, president; Wes Brown, coordinator of state/regional directors; Susan Deese, president-elect; Becky Johnen, secretary; Gladys Shaw, treasurer

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I. Items for discussion

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II. State/regional chapter guidelines

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Susan Deese recommended that the first year the mechanism for state/regional chapters is in operation that it be called a transition period instead of a trial period. Use of the word trial can connote uncertainty with the idea.

Gwyn Enright and Susan supported the idea of a bylaws vote at the same time as next year's election. Wes Brown asked that we remain flexible as to when the idea is presented for a bylaws vote; that the Board decides if and when the time is appropriate for a vote.

WCRLA BOARD MINUTES
Telephone Conference Call
March 7, 1988
Page 2

There was consensus that the mechanism be presented to the state/regional directors at the conference. Becky will develop a "chapter starter kit" for state/regional directors.

State/regional chapters will not alter current funding structure to states/regions

Wes asked for clarification on the relationship between WCRLA membership dues and the chapters. It was decided that no portion of the organization's membership dues would go to the state. The process for how money is currently allocated to states/regions will remain in effect. Susan suggested that if membership dues are raised in the future, that the Board might consider giving one dollar per member back to the states/regions.

(M) Gladys Shaw; to accept the state/region chapter guidelines as written.
(S) Wes Brown

PASSED

Chapter president to function as state/region director

The role of the state/regional director in an area that has a chapter was discussed. It was the consensus of the Board that the newly elected president of a chapter assume the duties of the state/regional director. The motion to accept the state/region chapter guidelines as written was amended to include the addition of a statement on the role of the chapter president as the state/regional director. (See attachment A.)

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Cost accounting for the journals would be:

	MAX	MIN
JDE (3 issues)	\$13.71	\$12.51 (retail \$17)
RIDE (5 issues)	7.05	6.30 (retail 9.50)

Yearly contract with the Center for JDE and RIDE effective July, 1988

The organization would contract with the National Center for Developmental Education on a yearly basis, the subscription year beginning in July, not the membership year of each individual. No one can get this added benefit after July 1 for this year. An order form for the additional journals will be developed; these will go to Hal who will submit subscription fees directly to the Center. These forms will be available at the conference with a second notice in the Summer newsletter.

The idea of a rotating subscription was discussed. Gwyn will talk to Hal about the feasibility of this and possible ways of implementing it.

WCRLA to cover the expense of mailing labels for the Center's distribution of JDE and RIDE

WCRLA needs to send eight sets of mailing labels to the Center. There was discussion on reimbursing the Oxford Mailing Service for this expense.

(M) Gladys Shaw; to approve reimbursement to the Oxford Mailing Service for the actual cost or up to \$350, whichever is less, of 8 sets of mailing labels.

(S) Susan Deese

PASSED

IV. Plenary Session

Plenary
session
structure
decided upon

Gwyn presented ideas on how to structure the session. These included having the large group divide into smaller groups with each group having a facilitator. Board members could be facilitators or could circulate around the room touching base with several groups. The purpose of the discussion in small groups would be to brainstorm ideas on the topic and present a recommendation to the Board; the group's function is not to take action on the item. Following small group discussion, the entire group would reconvene with a representative from each small group presenting ideas and/or recommendations of the group. The Board supported the structure Gwyn presented and recommended that Board members circulate and function as resources to the small groups.

Becky Johnen will develop guidelines for facilitators so that the process within each group is similar.

Plenary
session
discussion
topics
identified

Suggested discussion ideas for the groups included: future credibility, additional benefits and name change. It was projected that 100 people might attend this session and that 5 discussion groups would be optimal. Gwyn will review the retreat minutes and decide on other topics to be presented during this session.

The room will be set up for a workshop instead of a business meeting. Round tables will be used, with a sign on each table identifying the issue to be discussed. Gwyn will call Nancy Tooker with sign requests. Blank signs and markers will be available for issues that get generated at the conference.

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V. Other

Update on
new brochure

A. Gwyn informed the Board that the new brochure turned out well. A combination of old and new has been sent to Gladys, Wes and Susan; more will be distributed at the conference.

Relationship
with other
professional
organizations

B. The issue of WCRLA's relationship with other professional organizations could be a topic for discussion at the plenary session. Susan will have more information after the NADE conference.

C. Wes notified the Board that Kansas/Nebraska is interested in hosting a major conference. This will be a Board agenda item in Sacramento.

D. A list of state/regional directors for 1988-89 has been sent to Gwyn by Wes.

E. Presidential certificates have been ordered.

The conference call was adjourned at 1:05 PM Pacific Standard Time.

Respectfully Submitted,



Becky Johnen, Secretary

These minutes have not been approved.

BOARD POLICY RECOMMENDATION ON THE FORMATION
OF STATE/REGIONAL CHAPTERS

1. Upon approval of the Board of Directors a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).

WCRLA BOARD MINUTES
Telephone Conference Call
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5. The president of the chapter will assume the duties and function of the state/regional director position.

6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).

7. State chapters shall not be affiliated with any other organization.

8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.

9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state,

WCRLA BOARD MINUTES
Telephone Conference Call
March 7, 1988
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regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

NOTE: Underlined words or sections indicate a revision or addition to Attachment A of the January 21 conference call minutes.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BOARD POLICY RECOMMENDATION ON
STATE/REGIONAL CHAPTERS

The 1987-88 Board of Directors of the Western College Reading and Learning Association (WCRLA) recognizes that the establishment of chapters within states, regions or areas benefits the Association in the following ways:

1. chapters will be a means of connecting local membership with the national group;
2. they will provide a vehicle for members to participate in WCRLA's program locally if not nationally; and
3. chapters will promote membership and participation in the Association.

The formation of chapters benefits states, regions or areas in the following ways:

1. chapters are a convenient framework within which individuals can meet to consider professional issues of local interest;
2. they give recognition to the state;
3. they provide for continuity from year to year;
4. they provide for more active involvement of more people; and,
5. chapters lead to better accountability of decisions and actions of the officers.

The Board of Directors hereby endorses the following guidelines for the establishment of chapters:

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state, regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Chapters will be autonomous except as provided by the Association's Constitution and Bylaws. Chapters will be responsible for: adopting bylaws which govern officers, membership meetings, committees and other matters; developing and implementing their own programs; requesting information and assistance from the Coordinator of State/Regions as needed; establishing criteria for dues and membership; developing a newsletter and/or engaging in other activities in order to improve communication within the membership; and, providing funds to support the activities of the chapter.

MEMORANDUM

TO: Becky Johnen
FROM: Gwyn Enright
DATE: 3-15-1988
SUBJECT: WCRLA Board Meetings - Agenda

This memo confirms the times and the issues you requested for the Board Agenda. WCRLA Board of Directors will be meeting Monday, Tuesday, and Wednesday during the times listed below:

Monday	Tuesday	Wednesday	Saturday
3/21	3/22	3/23	3/26
7:15-10pm	9am-9pm	8am-12noon	2pm-6pm
Granada Room	Granada Room	Granada Room	Room 220

Please note that we will be meeting an hour earlier (8:00) on Wednesday to accommodate those folks who would not be arriving in Sacramento early.

Please remember we will be having dinner together Monday night at 6:00 pm at John Q's - it will be good to see you again. !

Monday
March 21, 1988
Granda Room - Capitol Plaza Holiday Inn

7:15pm - 10:00pm

1. Call to order
2. Approve agenda/additions
3. Welcome newly elected officers:
Becky and Carol
4. Approve minutes from July 1987,
October 1987, and March 7, 1988
5. Reports
Secretary's report - Becky Johnen
Treasurer's report - Gladys Shaw
President's Report - Gwyn Enright
Coordinator of State Directors -
Wes Brown
6. Old Business - Wes Brown, Becky Johnen
State Chapters
Kit for State Directors
Promotion

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Tuesday
March 22, 1988
Granada Room - Capitol Plaza Holiday Inn

9:00am - 12:00noon

1. Liaison - Gladys Shaw
WCRLA/TADE
October Developmental Education
Meeting in El Paso
2. Liaison - Gwyn Enright
Standards and Guidelines
3. President-Elect's (Program
Chair's) Report - Susan Deese
4. On-Site Conference Chair's Report -
Nancy Tooker

12:00noon - 1:00pm

Lunch

1:00pm - 5:00pm

5. New membership benefits -Gwyn Enright
JDE/RRIDE
6. New brochures - Gwyn Enright
7. Revised job descriptions for
Elections Committee
Chairperson, Coordinator of State
Directors, JCRL Editors, and Awards
Committee - Pat Heard, Gwyn Enright
8. Archives Report - Karen Smith

5:00pm - 6:00pm

Dinner

6:30pm - 9:00pm

9. Policy on publications and printed
matter - JoAnn Carter-Wells
10. Review of issues/plans for plenary
session-Susan Deese and Gwyn Enright

9:00pm

Adjourn to the hospitality suite

7:10 10. *Pat Glenn - Signews Update*

Wednesday
March 23, 1988
Granada Room- Capitol Plaza Holiday Inn

8:00am-12:00noon

1. Tutor Certification - Tom Gier
2. SIG Coordinators Report - Tom Gier
3. Peer Tutoring SIG Report - Tom Gier
4. JCRL Report - Vince Orlando
Logo, brochure, second issue
5. MAC Report - Manual Olgin
MAC Forum
6. Computer Technology SIG
- Bill Broderick
7. Conference Site Selection Report
- Sue Brown
Southern California?
Kansas/Nebraska?
8. Conference Report 1989 - Dee Tadlock
Summer Board Meeting dates?

*moved
to 2:00
Saturday*

Saturday
March 26, 1988
Room 220

2:00pm-6:00pm

1. WCRLA Newsletter report - Wayne Herlin
2. Awards Committee report - Joyce Weinsheimer (The Board will receive some information before this report!)
3. Arizona State Director's Report - Cheryl Brown
4. Preparing Budget Requests - Gladys Shaw
5. Membership Survey - Susan Deese
6. Confirmation of Summer Board Meeting

- 5:00* 7. *Anna Marie Schlender - Placement Report*
- 3:00* 8. *Mary Rubin - Task Force Update*
- 2:00* 9. *Sue Brown
Bill Braddock - 1990 site*
10. *Review plenary session*

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710-Savings
AT Feb 29, 1988

BALANCE PER BANK STATEMENT \$ 990.17
Add: Deposits in transit \$
Other (Specify):

Deduct: Outstanding Checks \$
Other (Specify):

CORRECTED BALANCE \$ 990.17

BALANCE PER BOOKS \$ 1040.17
Add: Unrecorded deposits \$ 25.00
+ Other (Specify)

Deduct: Service Charges \$
NSF Checks 50.00
Other (Specify):

CORRECTED BALANCE \$ 990.17

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - Checking
AT Feb 29, 1988

BALANCE PER BANK STATEMENT \$ 7913.76
Add: Deposits in transit \$
Other (Specify):

Deduct: Outstanding Checks \$ 48.00
Other (Specify):

CORRECTED BALANCE \$ 7865.76

BALANCE PER BOOKS \$ 7860.13
Add: Unrecorded deposits Interest \$ 30.63
+ Other (Specify):

Deduct: Service Charges \$
NSF Checks
Other (Specify): Deposited to Savings instead of checking <25.00>

CORRECTED BALANCE \$ 7865.76

OK Checks

176 15.00 +
183 7.00 +
216 13.00 +

statement of account

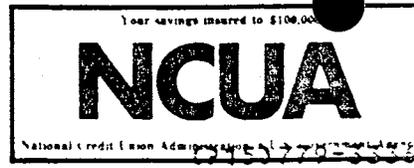
El Paso Teachers Federal Credit Union
6610 Continental Drive El Paso, Texas 79925 779-3336

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE BILLING ERRORS.

NOTICE:
SEE REVERSE SIDE FOR IMPORTANT
INFORMATION REGARDING YOUR RIGHTS
TO DISPUTE REGULATION ERRORS

WESTERN COLLEGE ASSOC
G SHAW OR G ENRIGHT
6241 SNOW HEIGHTS CT
EL PASO, TX 79912

SEND INQUIRIES TO:
El Paso Teachers Federal Credit Union
6610 Continental Drive
El Paso, Texas 79925



SOCIAL SECURITY NUMBER: 000 00 0000
STATEMENT PERIOD: 020188 FROM 022988 TO
ACCOUNT NUMBER: 34710-04 (915) 779-3336

DIVIDENDS 66.53 FINANCE CHARGE 0.00
ANNUAL MTG. DINNER - FRI., APRIL 15, 1988 - 6:30PM., MARRIOTT HOTEL
TICKETS (ADULTS - \$6.50, CHILDREN - \$4.50) ON SALE NOW AT ALL OFFICES.
MARCH ONLY, 9.9% A.P.R. FINANCING AVAILABLE ON NEW CARS.
PLUS, 10.9% A.P.R. (1986 & 1987 CARS) AND 11.9% A.P.R. (1984 & 1985 CARS).

TRANS DATE	EFFECTIVE DATE	TRANSACTION DESCRIPTION	TRANSACTION AMOUNT	BALANCE
MO DAY	MO DAY			
		SHARE ACCOUNT		10401
		PREVIOUS BALANCE		10401
0205		DEPOSIT ?	2500	10651
0208		EFT WITHDRAWAL RETURNED CHECK FEE	2500	10401
0212		EFT WITHDRAWAL RETURNED CHECK FEE ✓	2500	10151
0224		EFT WITHDRAWAL RETURNED CHECK FEE ✓	2500	9901
		DIVIDEND PAID YTD: 5.45		9901
		NEW BALANCE		9901

		DRAFT ACCOUNT		83417
		PREVIOUS BALANCE		83417
0201		EFT DIVIDEND RATE FOR SHAREDRAFT ACCOUNT = 5.00%	30631	83724
0201		ITEM # 334	20000	81724
0204		ITEM # 335	7274	8002
0205		DEPOSIT	20000	39002
0205		DEPOSIT	50900	94092
0205		ITEM # 330	50000	39092
0205		ITEM # 332	50000	34092
0205		ITEM # 331	50000	79092
0206		DEPOSIT	2500	79342
0208		ITEM # 162	2500	79092
0209		DEPOSIT	2500	82592
0209		DEPOSIT	2500	82842
0212		ITEM # 337	22230	30615
0216		ITEM # 336	39393	76680
0218		DEPOSIT	5755	77255
0218		ITEM # 338	31036	74152
0219		DEPOSIT	2500	74402
0223		DEPOSIT	2500	77652
0225		ITEM # 339	70167	76637
0226		DEPOSIT	5000	77137
0229		DEPOSIT	20000	79137
		DIVIDEND PAID YTD: 61.13		79137
		NEW BALANCE		79137

ITEMS CLEARED THIS STATEMENT PERIOD

ITEM	AMOUNT	ITEM	AMOUNT	ITEM	AMOUNT
162	25.00	334	200.00	338	310.36
330	500.00	335	72.14	339	101.47
331	500.00	336	393.93		
332	500.00	337	222.30		

EACH LOAN MARKED * IS OPEN END CREDIT. THE DAILY PERIODIC RATE AND THE ANNUAL PERCENTAGE RATE USED TO COMPUTE THE INTEREST ON THAT LOAN. THE DAILY PERIODIC RATE IS APPLIED TO YOUR BALANCE FOR EACH DAY SUCH BALANCE IS OUTSTANDING. YOUR BALANCE IS SUBJECT TO CHANGE.

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statement of account

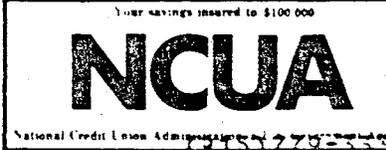
El Paso Teachers Federal Credit Union
6610 Continental Drive El Paso, Texas 79925 779-3336

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G SHAW OR G ENRIGHT
6241 SNOW HEIGHTS CT
EL PASO, TX 79912

SEND INQUIRIES TO:
El Paso Teachers Federal Credit Union
6610 Continental Drive
El Paso, Texas 79925



PAGE 02	SOCIAL SECURITY NUMBER 000 00 0000	STATEMENT PERIOD FROM 020188 TO 022988	ACCOUNT NUMBER 34710-04	(915)779-3336
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DIVIDENDS 66.58 FINANCE CHARGE 0.00
ANNUAL MTG. DINNER - FRI., APRIL 15, 1988 - 6:30PM., MARRIOTT HOTEL
TICKETS (ADULTS - \$6.50, CHILDREN - \$4.50) ON SALE NOW AT ALL OFFICES.
MARCH ONLY, 9.9% A.P.R. FINANCING AVAILABLE ON NEW CARS.
PLUS, 10.9% A.P.R. (1986 & 1987 CARS) AND 11.9% A.P.R. (1984 & 1985 CARS).

TRANS DATE	EFFECTIVE DATE	TRANSACTION DESCRIPTION	TRANSACTION AMOUNT	BALANCE
MO DAY	MO DAY YR			
		10 ITEMS CLEARED	2,825.20-	
		0 WITHDRAWALS	0.00	
		11 DEPOSITS	2,397.13	
		NET CHANGE	428.02-	
			PREVIOUS BALANCE 3,341.78	
			NET CHANGE 428.02-	
			NEW BALANCE 7,913.76	
91 DAY CERTIFICATE				PREVIOUS BALANCE 30000
				NEW BALANCE 30000
RATE: 6.900% REF NO. 13435				

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Sacramento, California
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EACH LOAN MARKED "IS OPEN END CREDIT" THE DAILY PERIODIC RATE AND THE ANNUAL PERCENTAGE RATE USED TO COMPUTE THE FINANCE CHARGE FOR EACH OF THESE LOANS IS PRINTED UNDER THE LAST TRANSACTION RELATIVE TO THAT LOAN. THE DAILY PERIODIC RATE IS APPLIED TO YOUR BALANCE FOR EACH DAY SUCH BALANCE IS OUTSTANDING YOUR BALANCE CHANGES AS NEW AMOUNTS ARE BORROWED AND AS PAYMENTS ARE MADE CREDIT TO YOU.

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

FINANCIAL REPORTS

February 29, 1988

Respectfully Submitted
by
Gladys R. Shaw, C.P.A., Treasurer

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF FINANCIAL CONDITION

February 29, 1988

ASSETS

Cash Accounts:

El Paso Teachers Federal Credit Union Checking	\$ 7,865.76
El Paso Teachers Federal Credit Union Savings	990.17
Certificate of Deposit	30,000.00
Scholarship Fund, Sears Savings	806.38
Journal Advance	300.00

Total Cash	\$39,962.31
------------	-------------

Conference Advances:

Conference Chair	\$2,500.00
On Site Manager	1,000.00

Total Conference Advances	3,500.00

TOTAL ASSETS	<u>\$43,462.31</u>
--------------	--------------------

LIABILITIES AND FUND BALANCE

FUND BALANCE:

Beginning Balance, July 1, 1987	\$42,698.42
Net Receipts (Expenditures)	763.89

FUND BALANCE, February 29, 1988	<u>\$43,462.31</u>
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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND EXPENSES

For The Period July 1, 1987 through February 29, 1988

RECEIPTS	1986 - 1987	
Members Dues	\$ 9,561.00	
Journal Sales	330.00	
Interest earned	1,288.41	
Journal Advertising	105.55	
Royalties	84.10	
1988 Conference Exhibitors	2,300.00	

Total Receipts		\$13,563.51
EXPENDITURES		
Travel	\$ 5,155.99	
Hotels and Food	1,385.93	
Telephone	74.46	
Postage and Shipping Charges	1,234.50	
Printing and Publishing	1,869.61	
Supplies	384.41	
Advertising and Promotion	500.00	
Mailing Service Fees	1,551.30	
Clerical	215.00	
1988 Conference Expenditures	222.30	
Miscellaneous	206.12	
Total Expenditures		\$12,799.62

NET RECEIPTS (EXPENDITURES)		\$ 763.89
		=====

Western College Reading and Learning Association
 Budget Summary 1987-88

Budget Category	Approved July, 1987	Spent Feb. 29, 1988	Balance
I. Operating Budget			
A. Board	7,550	5,300.77	2,249.23
B. Publications	13,300*	3,531.14	9,768.86
C. Gen. Op. Expense	5,000	2,223.09	2,776.91
D. Committees	4,950*	561.68	4,388.32
E. State & Regional Org.	2,850	1,324.05	1,525.95
Total Operating Budget	33,650	12,940.73	20,709.27
II. Conference Budget			
A. Conference Management	2,900	222.30	2,677.70
B. General Conference Expenses	6,770		6,770.00
C. Conference Programs	3,250		3,250.00
D. Food Functions	3,250		3,250.00
Total Conference Budget	16,170	222.30	15,947.70
TOTAL BUDGET	49,820	13,163.03	36,656.97

*Adjusted for Requests subsequent to July, 1987, which were approved by the Board.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION BUDGET

OP-1

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT 2/29/88	BALANCE	REQUESTED FOR	APPROVED FOR
I. OPERATING BUDGET	32,750				
A. BOARD TOTAL	7,550.	5,300.77	2,249.23		
President (Total)	3,500	1,621.93	1,878.07		
Travel	1,690	961.00	729.00		
Hotels and Food	1,375	490.47	884.53		
Telephone Expense	120	25.02	94.98		
Postage	50	60.32	<10.32>		
Print. & Publish.		3.25	<3.25>		
Clerical Wages & Fees					
Supplies		41.87	<41.87>		
Advert. & Promo.					
Miscellaneous	165	25.00	140.00		
Other (Specify)					
Awards	100		100.00		
Mailing Service		15.00	<15.00>		
President Elect (Total)	1,300	994.24	305.76		
Travel	925	837.22	87.78		
Hotels and Food	325	136.20	188.80		
Telephone Expense	50		50.00		
Postage		5.82	<5.82>		
Print. & Publish.					
Clerical Wages & Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		15.00	<15.00>		

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Treasurer (Total)	1,000	985.38	14.62		
Travel		627.45			
Hotels and Food		157.85			
Telephone Expense		9.19			
Postage		32.17			
Print. & Publish.		37.32			
Clerical Wages and Fees					
Supplies		4.40			
Advert. & Promo.					
Miscellaneous		12.00			
Other (Specify)					
Mailing Service		30.00			
AZADE Reg. Fees		75.00			
General Board Expenses (Total)	750	414.03	335.97		
Travel					
Hotels and Food		363.41			
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		50.62			

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
PUBLICATIONS TOTAL	13,300	3,531.14	9,768.86		
Newsletter (Total)	4,700	2,663.42	2,036.58		
Travel		541.00			
Hotels and Food					
Telephone Expense					
Postage		413.29			
Print. & Publish.		1,467.30			
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		241.83			
JCRL (Total)	8,100	867.72	7,232.28		
Travel	800	667.72	132.28		
Hotels and Food					
Telephone Expense	300		300.00		
Postage	400		400.00		
Print. & Publish.	6,200		6,200.00		
Clerical Wages and Fees		200.00	<200.00>		
Supplies					
Advert. & Promo.					
Miscellaneous	400		400.00		
Other (Specify)					
Mailing Service					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
D. COMMITTEES TOTAL	4,950	561.68	4,388.32		
Awards & Furnishing (total)	2,750	157.56	2,592.44		
Travel					
Hotels and Food					
Telephone Expense					
Postage	70	85.52	<15.52>		
Print. & Publish.	30		30.00		
Clerical Wages and Fees					
Supplies	800		800.00		
Advert. & Promo.					
Miscellaneous	50		50.00		
Other (Specify)					
Scholarship	500		500.00		
Other Awards	1,300		1,300.00		
Mailing Service		72.04	<72.04>		
Archives (Total)	350		350.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies	350		350.00		
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Bylaws (Total)	50		50.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					
Publicity (Total)	500		500.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Site Selection (Total)	450		450.00		
Travel	400		400.00		
Hotels and Food					
Telephone Expense	50		50.00		
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					
MAC (Total)	200	65.20	134.80		
Travel		65.20			
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

WCRLA Minutes
 March 21-26
 Sacramento, California
 Attachment B
 Page 17 of 32

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BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Nominations & Elect. (Total)	400	295.35	104.65		
Travel					
Hotels and Food	100		100.00		
Telephone Expense					
Postage	155	151.60	3.40		
Print. & Publish.	120	128.75	<8.75>		
Clerical Wages and Fees	25		25.00		
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service		15.00	<15.00>		
Placement (Total)	150	43.57	106.43		
Travel					
Hotels and Food					
Telephone Expense					
Postage		25.30			
Print. & Publish.		17.57			
Clerical Wages and Fees					
Supplies		.70			
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Mailing Service					

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
E. STATE & REGIONAL TOTAL	2,850	1,324.05	1,525.95		
Coordinator (Total)	1,000	824.05	175.95		
Travel	500	297.20	202.80		
Hotels and Food	400	238.00	162.00		
Telephone Expense		40.25	<40.25>		
Postage		51.43	<51.43>		
Print. & Publish.		47.01	<47.01>		
Clerical Wages and Fees		15.00	<15.00>		
Supplies		43.50	<43.50>		
Advert. & Promo.					
Miscellaneous	100	32.50	67.50		
Other (Specify)					
Mailing Service		59.16	<59.16>		
Directors (Total)	1,850.	500.00	1,350.00		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Clerical Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify) Special					
Colorado	100		100.00		
Montana	200		200.00		
Washington	500	500.00			
Regular Group @ \$50.00	1,050		1,050.00		

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
F. SPECIAL INTEREST GRPS. (TOT)	0				
Coordinator (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Group Chairmen (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Program Committee (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Coord. of Chairpersons (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 2 1 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Calls to Conf. (Total)	400		400		
Travel					
Hotels and Food					
Telephone Expense					
Postage	100		100		
Print. & Publish.	300		300		
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Brochures (Total) Reg Forms	400		400		
Travel					
Hotels and Food					
Telephone Expense					
Postage	100		100		
Print. & Publish.	300		300		
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
CONFERENCE PROGRAM TOTAL	3,250		3,250		
Speakers (Total)	2,750		2,750		
Travel	450		450		
Hotels and Food	300		300		
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees	2,000		2,000		
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Institutes (Total)	500		500		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 2 1 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Section Mtgs. (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Computer Fair (Total)					
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
D. FOOD FUNCTIONS TOTAL	3,250		3,250		
Hospitality (Total)	1,250		1,250		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Publisher's Brk. (Total)	1,000		1,000		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 21 1988

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Editor's Lunch (Total)	150		150		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
State Director's Lunch (Total)	500		500		
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

RECEIVED MAR 21 1988

**WESTERN COLLEGE READING
AND
LEARNING ASSOCIATION**

**"RECOMMENDATIONS FOR
NATIONAL CERTIFICATION
OF
TUTOR PROGRAMS:
AN UPDATE"**

**PRESENTED
BY**

TOM GIER

**CHAIR, WCRLA NATIONAL TUTOR CERTIFICATION COMMITTEE
UNIVERSITY OF ALASKA ANCHORAGE
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99508-4670**

3. CERTIFICATION PROCEDURES

1) An institution/program seeking program certification will submit the certification application form ~~will be submitted~~ to the committee chair who will make copies and send them to at least two other members of the committee;

the committee chair will send copies to
2) the application will then be evaluated by the committee chair and at least two other committee members;

3) the committee chair will compile the committee's results and forward certification approval or a request for further documentation to the applicant;

4) if an application does not meet the requirements of a certain level it is the committee chair's responsibility to offer assistance and advice on how to meet the requirements;

5) the committee will not leave an applicant "high and dry" wondering why his/her program did not get certified and wondering how to correct the situation; and

6) following the Seattle Conference, and with the approval of the Board, the certification process will be opened up to all interested colleges and universities.

4. NATIONAL CERTIFICATION OF TUTOR PROGRAM: ENCLOSURES

Enclosed please find the following documents:

1) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S NATIONAL CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES" (one page);

2) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S APPLICATION FOR CERTIFICATION OF TUTOR PROGRAMS" (two pages);

3) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS" (three pages);

4) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S NATIONAL CERTIFICATION OF TUTOR PROGRAMS, ANNUAL VERIFICATION UPDATE" (one page); and

5) a variety of rough draft "tutoring certificates" that include two institutional/program certificates and certificates for each of the three levels (these are just rough and the regular WCRLA logo would be used in any formal certificates).

5. FINAL COMMENT

The Chair of this committee realizes that something may arise that is not specifically covered in these recommendations and procedures but the chair has total confidence in the ability of this committee to successfully deal with any such challenges. In fact, it is the adapting to and coping with the new and the unexpected that will make this committee and the WCRLA National Certificates so successful and, to this Chair, so rewarding.

*to be kept
in file*

*not
just send
in to
committee*

*checklist
of app.
material
points*

*mostly
uses
with
members*

*supply list
of
certified
schools
virtually
need a
manual
to
committee
approval*

*July
1982
column
M. Will
act
from*

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

**NATIONAL CERTIFICATION OF TUTOR PROGRAMS:
PURPOSE, PROCEDURES, & GUIDELINES**

1. PURPOSE. The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from a national organization, WCRLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful.

2. PROCEDURES FOR HAVING A PROGRAM CERTIFIED .

A) An institute that wishes to have a tutor program certified should designate one individual per tutor program or group of tutor programs who will act as liaison between the WCRLA Tutoring Certification Committee and that institution's program or programs;

B) the designated individual will then complete the "WCRLA Application For Certification Of Tutor Programs" and then submit it and the necessary documentation concerning how the institution's tutor program(s) meets the criteria outlined in "WCRLA's REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS" to the WCRLA Tutoring Certification Committee;

C) the application and documentation concerning an institution's tutor training program(s) will remain on file with the WCRLA Tutoring Certification Committee;

D) once the Tutoring Certification Committee has certified an institution's program(s) and designated an individual who will act as liaison, then the appropriate number and type of tutoring certificates will be issued to that institution;

*Common errors
not mentioned
relevant info
certificates
use
requirements
rules*

3. GENERAL INFORMATION

A) Once an institution's tutor program is certified that program will receive a certificate and be authorized to issue individual WCRLA tutoring certificates.

B) There are three levels of individual certification: Regular/Level 1; Advanced/Level 2; and Master/Level 3.

C) The initial institutional certification will be for a one year period.

D) Each subsequent institutional renewal certification will be for three years.

First time applications can submit for reg/advanced/master level
E) ~~During the initial certification period certification of tutors will be~~ retroactive for only one full semester or two full quarters from date of certification. *reports specify effective date per inst pg.*

F) A yearly verification update form will be completed and submitted by the liaison of each certified program.

4. IMPORTANT NOTE: WCRLA certifies programs not individual tutors. In other words, WCRLA certifies that a particular tutor training program is qualified to issue WCRLA certificates to individual tutors at a certain level or levels. The responsibility lies with the institution's tutoring program(s) to keep track of individual tutor's training, tutoring hours, etc. and to issue certificates when an individual completes the necessary requirements for a certain level. Each institution is required to keep a record for each of its tutors that receives a WCRLA certificate. These records, however, will be reviewed by the WCRLA Tutor Certification Committee only when a need arises.

*What about
level 1 cert*

*When submitting
reports of
level 1 table B
1/1/94
submitting
reports date*

*Application
provided on form
attached
as of 2/1/94*

*When submit
to update, use
report last 2
p. 1/1/94*

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S
APPLICATION FOR
CERTIFICATION OF TUTOR PROGRAMS

1. GENERAL INFORMATION

INSTITUTION : _____

ADDRESS : _____

PHONE NUMBER : _____

PROGRAM(S) TO BE CERTIFIED : _____

CERTIFICATION LEVELS (please check appropriate box/boxes) :

REGULAR/LEVEL 1 ADVANCED/LEVEL 2 MASTER/LEVEL 3

PROGRAM LIAISON/CONTACT PERSON : _____

2. DESCRIPTION OF THE TUTOR PROGRAM(S) TO BE CERTIFIED

Please submit a brief narrative explaining how your tutor training program(s) fulfills the requirements of the level or levels checked. This should be just a general description of your program(s) in order to give the reviewing committee a better idea of how your program(s) functions. Please include a brief history of the program(s).

*add
statement
of
purpose
&
effect
date *
documentation
was
provided
from*

3. VERIFICATION OF THE TUTOR PROGRAM(S)

The following is an example of the 3 step procedure to be followed when submitting information and documentation to be verified for a certification level. Please refer to page one of the document titled "WCRLA'S REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS, 1. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION" for a complete listing of all the LEVEL 1 requirements.

The "necessary documentation" called for in point #3 of letters A-E could/should include any or all of the following: 1) course syllabi; 2) training manuals or titles of textbooks used; 3) flyers/posters/memos; 4) sample worksheets; & 5) any handouts, worksheets, etc. that can help the WCRLA Tutor Certification Committee verify your program(s). The better documentation you provide the easier it will be for the committee to certify your program(s).

*application
level 1A
level 1A
level 1A
level 1A*

LEVEL 1: A. AMOUNT/DURATION OF TUTOR TRAINING

- 1) state the number of hours involved in your tutor training;
- 2) state how this number fulfills the requirements of Level 1,A;
and
- 3) submit the necessary documentation to verify the above.

*level 1A,
level 1A 2
level 1A 3*

B. MODES OF TUTOR TRAINING

- 1) state which modes you use in your training;
- 2) state how these modes fulfill the requirements of Level 1,B;
and
- 3) submit the necessary documentation to verify the above.

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

- 1) state which topics you cover in your training;
- 2) state how these topics fulfill the requirements of Level 1,C;
and
- 3) submit the necessary documentation to verify the above.

D. REQUIRED TUTORING EXPERIENCE

- 1) state how you keep track of your tutors actual tutoring;
- 2) state how this documentation system fulfills the requirements of Level 1,D; and
- 3) submit the necessary documentation the above.

E. NECESSARY APPROVAL

- 1) state how tutors obtain necessary approval;
- 2) state how this approval fulfills the requirements of Level 1,E;
and
- 3) submit the necessary documentation to verify the above.

The above three step procedure should be followed for each of the letters, A-E, in each level you are applying to be certified. Furthermore, these steps should be followed separately for each program you are seeking to have certified. For example, if you wish to have Program A certified at Levels 1 & 2 then you would go through the above procedure for both Levels 1 & 2. If you had a Program B that you wished to have certified at Level 1 then you would complete the above separately for Level 1. The exception would be when you wish to have two or more programs certified and these programs have the same training requirements, methods, etc. Then you would use the above procedure just once for the appropriate levels for the programs after explaining that they have the same training requirements, methods, etc.

*submit a
copy of
a copy to
committee*

**WESTERN COLLEGE READING & LEARNING ASSOCIATION'S
REQUIREMENTS FOR NATIONAL CERTIFICATION
OF TUTOR PROGRAMS**

*add
check this*

I. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION

A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following)

1. Minimum of ten hours of tutor training
2. a quarter/semester tutor training course
3. a quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING

1. Classroom and/or workshop instruction
PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:

(a minimum of eight (8) of the following topics should be covered in Level 1 training)

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines
3. Techniques for successfully beginning and ending a tutor session
4. Some basic Tutoring Do's
5. Some basic Tutoring Don'ts
6. Role Playing
7. Setting Goals/Planning
8. Communication Skills
9. Active listening and paraphrasing
10. Referral Skills
11. Study Skills
12. Critical Thinking Skills
13. Compliance with the Ethics and Philosophy of the Tutor Program
14. Modeling problem solving
15. Other (please specify)

*clarify because most
feel this is a role
call this role modeling*

D. Evaluation Process

E. REQUIRED TUTORING EXPERIENCE

25 hours of actual tutoring

F. NECESSARY APPROVAL

1. Written approval of a content/skill instructor
AND/OR
2. Endorsement of tutor trainer/supervisor
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3
5. Satisfactory tutor evaluation data

*selective
process
how do
students
follow*

*copy of form
used for evaluations
documentation of form used
eval from a process
no description
application from*

II. REQUIREMENTS FOR ADVANCED/LEVEL 2 CERTIFICATION

(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 CERTIFICATION REQUIREMENTS)

A. AMOUNT/DURATION OF TUTOR TRAINING: *by met regular* (one or more of the following)

1. Minimum of 10 additional hours of tutor training (a minimum of 20 cumulative hours of tutor training)
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING

1. Classroom and/or workshop instruction
PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

to train differently at different levels!

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:

(in addition to reviewing the topics covered in Level 1 a minimum of four (4) of the following topics should be covered in Level 2 training)

1. Review of Level 1 topics
2. Use of probing questions
3. Characteristics of adult learners/Learning Styles
4. Cultural Awareness and inter-cultural communications
5. Identifying and using resources
6. Tutoring in specific skill/subject areas
7. Record Keeping/Documentation
8. Other (please specify)

way written can not be met requirements - educational attainment of subject

D. REQUIRED TUTORING EXPERIENCE

25 additional hours of actual tutoring after completion of all Level 1 requirements (a minimum of 50 cumulative hours of actual tutoring)

E. NECESSARY APPROVAL

- Selection Criteria*
1. Written approval of a content/skill instructor
- AND/OR**
2. Endorsement of tutor trainer/supervisor
- PLUS** at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
 4. Documented experience equivalent to #3
 5. Satisfactory tutor evaluation data

Eval. may be the same

find out what needs to be done for the next step

III. REQUIREMENTS FOR MASTER/LEVEL 3 CERTIFICATION

(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 and 2 CERTIFICATION REQUIREMENTS)

A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following)

1. Minimum of 10 additional hours of tutor training (a minimum of 30 cumulative hours of tutor training)
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING

1. Classroom and/or workshop instruction
PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:

(in addition to reviewing the topics covered in Level 1 and 2 a minimum of four (4) of the following topics should be covered in Level 3 training)

1. Review of Level 1 and Level 2 topics
2. Assertiveness training
3. How to tutor/deal with Target Populations
4. How to administer and interpret a Learning Style Inventory
5. Structuring the learning experience
6. Training and supervising other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)
8. Other (please specify)

D. REQUIRED TUTORING EXPERIENCE

25 additional hours of actual tutoring after completion of all Level 1 and Level 2 requirements (a minimum of 75 cumulative hours of actual tutoring)

E. NECESSARY APPROVAL

1. Written approval of a content/skill instructor
AND/OR
2. Endorsement of tutor trainer/supervisor
PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to *3
5. Satisfactory tutor evaluation data

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

NATIONAL CERTIFICATION OF TUTOR PROGRAMS

ANNUAL VERIFICATION UPDATE

1. INSTITUTION/PROGRAM: _____

2. LIAISON: _____

3. NUMBER OF CERTIFICATES GRANTED: _____ 19__ TO _____ 19__

LEVEL 1 _____

LEVEL 2 _____

LEVEL 3 _____

4. PROJECTED CHANGES IN YOUR TUTOR TRAINING PROGRAM IN THE UPCOMING ACADEMIC YEAR? If so, please submit necessary documentation to verify continued adherence to level guidelines.

5. Please submit any and all concerns/issues, pros and cons, that arose in the administration of certification requirements.

6. How has the certification process benefited your tutors/tutorial program and institution? (Your comments are a valuable resources toward improving the quality of this national effort and, likewise, assisting in the improvement of each individual institution's tutor training component. Thank you for your cooperation.)

**WESTERN COLLEGE READING
and
LEARNING ASSOCIATION'S
TUTOR CERTIFICATION COMMITTEE**

CERTIFIES THAT

**HAS FULFILLED ALL THE REQUIREMENTS NECESSARY
TO ISSUE**

**WCRLA LEVEL--
TUTORING CERTIFICATES**

FROM _____ 19__ TO _____ 19__

**TO TUTORS WHO MEET THE WCRLA REQUIREMENTS
FOR THIS LEVEL**

**PRESIDENT, WESTERN COLLEGE READING
& LEARNING ASSOCIATION**

**CHAIR, WCRLA TUTOR CERTIFICATION
COMMITTEE**

**WESTERN COLLEGE READING
and
LEARNING ASSOCIATION'S
TUTOR CERTIFICATION COMMITTEE**

CERTIFIES THAT

**UNIVERSITY OF JOHN SMITH'S
ENGLISH DEPARTMENT**

**HAS FULFILLED ALL THE REQUIREMENTS NECESSARY
TO ISSUE**

FROM 1 NOVEMBER 1988 TO 31 OCTOBER 1989

**WCRLA LEVEL 1
TUTORING CERTIFICATES**

**TO TUTORS WHO MEET THE WCRLA REQUIREMENTS
FOR THIS LEVEL**

**PRESIDENT, WESTERN COLLEGE READING
& LEARNING ASSOCIATION**

**CHAIR, WCRLA TUTOR CERTIFICATION
COMMITTEE**

**WESTERN COLLEGE READING
and
LEARNING ASSOCIATION'S
TUTOR CERTIFICATION COMMITTEE**

CERTIFIES THAT

JANE DOE

**HAS FULFILLED ALL THE REQUIREMENTS TO BE
ISSUED A**

**WCRLA LEVEL 1/REGULAR
TUTORING CERTIFICATE**

PRESIDENT, WCRLA

TUTOR SUPERVISOR/TRAINER

**CHAIR, WCRLA TUTOR
CERTIFICATION COMMITTEE**

INSTITUTION/PROGRAM

DATE

**WESTERN COLLEGE READING
and
LEARNING ASSOCIATION'S
TUTOR CERTIFICATION COMMITTEE**

CERTIFIES THAT

JOHN DOE

HAS FULFILLED ALL THE REQUIREMENTS TO BE ISSUED A

**WCRLA LEVEL 2/ADVANCED
TUTORING CERTIFICATE**

PRESIDENT, WCRLA

TUTOR SUPERVISOR/TRAINER

CHAIR, WCRLA TUTOR
CERTIFICATION COMMITTEE

INSTITUTION/PROGRAM

DATE

**WESTERN COLLEGE READING
and
LEARNING ASSOCIATION'S
TUTOR CERTIFICATION COMMITTEE**

CERTIFIES THAT

JIMMY DON DOE

HAS FULFILLED ALL THE REQUIREMENTS TO BE ISSUED A

**WCRLA LEVEL 3/MASTER
TUTORING CERTIFICATE**

PRESIDENT, WCRLA

TUTOR SUPERVISOR/TRAINER

**CHAIR, WCRLA TUTOR
CERTIFICATION COMMITTEE**

INSTITUTION/PROGRAM

DATE

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

President's Report to the Board of Directors
March 21, 1988 - Sacramento
Gwyn Enright

What I have to report are really the accomplishments we have achieved together. Besides the goals I set for us last April in Albuquerque, we have also performed a lot of essential "housekeeping" duties for WCRLA. They include creating three new ad hoc positions: the executive editor, the advisor for publications and printed matter, and the professional language task force chair. They included revising and updating the brochure. They included revising job descriptions for the treasurer, secretary, coordinator of state directors, elections committee, awards committee, JCRL editor, and JCRL executive editor. They also include implementing changes suggested by Sue Brown for the State/Regions.

Protecting the warm, "intimate" quality of WCRLA

We served this goal well. We met in Asilomar for a three day (no business as usual) retreat in order to get to know one another and to determine promising future directions for WCRLA. The last time the Board set long term goals was ten years ago, in 1977.

Acting on the State/Regional Directors requests and on Susan Deese's suggestion, we are initiating a plenary session at this conference to insure communication to and from the Board.

In addition to the routine "thank-you" letters we send to conference presenters and the administrators of their choice, this year we also sent personal letters of acknowledgment to all WCRLA presenters whose names were specifically mentioned on the conference evaluation form in response to the question, "Please list the name of speakers, titles of section meetings or institutes, or activities that you thought were outstanding."

The Board has sent at least four directors to six regional meetings in Arizona, California, Canada, Colorado, and Wisconsin. This is in addition to "official" representation by WCRLA board members at NADE and IRA.

Facing political realities in education

This is a relatively new goal for WCRLA, and we have made a good start. We took a public position and communicated our ideas on the CAS Standards for Student Services/Developmental Programs and the Standards for Learning Assistance Programs.

We have taken a proactive stand on terminology used in the field, and have invited nationally recognized authorities outside WCRLA to participate in coming to consensus on a common lexicon. The results of a year's study will be presented at this conference

and will be published next year. Our objective is to help legislators understand us.

We are holding our twenty-first conference in Sacramento, California's state capitol. The Minority Affairs Committee, under Manuel Olgin's leadership, has arranged a forum with one of the most visible state legislators in the country - John Vasconcellos.

We extended a special invitation to submit a conference proposal on the best ways to help hearing disabled students to Frances Croft from Gallaudet College in Washington, D. C. Sign language interpreters for the deaf will be interpreting our general sessions this year.

In the future, we might act on Wes Brown's proposal for a WCRLA legislative committee. We need to organize interested members as a new standing committee, and we have not done that yet.

Keeping WCRLA competitive compared to other organizations

We surveyed the entire WCRLA membership about adding discounted professional publications to their membership benefits. Of 180 total surveys returned, 118 members would like to receive additional professional publications. One hundred three would like the Journal of Developmental Education at a reduced rate, and 114 would like the Review of Research in Developmental Education at a reduced rate. We decided to make these discounts available to members on an individual basis by covering some of the costs for precoded mailing labels. Order forms will be available at this conference.

As a result of Arthur Cohen's keynote address in Albuquerque last year, we have started a new SIG for those interested in research and/or evaluation.

We funded and implemented a second research award - one for outstanding research. All three awards - scholarship, on going research, and research excellence - have qualified recipients this year.

We adopted a board policy which encourages states and/or regions to establish WCRLA chapters in which they elect their own officers.

We have started to establish one unified "look" for WCRLA, which will be visible in all our publications, printed materials and advertisements. This accomplishment will give us a polished and consistent image for promotional purposes.

Future objectives should include deciding on multiple issues of JCRL.

Wesley Swight

1988 TEXAS CONFERENCE ON ACADEMIC SUPPORT PROGRAMS

Co-Sponsored By:

**TEXAS DEVELOPMENTAL EDUCATORS ASSN. & WESTERN COLLEGE READING AND LEARNING ASSN.
THURSDAY, OCTOBER 13, - FRIDAY, OCTOBER 14, 1988**

Name _____			
Company _____			
Address _____			
City _____	State _____	Zip _____	Phone _____ ()
Arrival Date _____	Length of Stay _____ Nights	<input type="checkbox"/> I am arriving after 6:00 p.m. Please hold my room on a Guaranteed Payment Basis	
Signature _____		Make check or money order payable to the Westin Paso del Norte. DO NOT SEND CURRENCY.	

Reservations will be accepted until SEPT. 22, 1988
unless room block becomes full prior to that date.

RESERVATION INFORMATION

We will hold your room for you until 6 p.m. A deposit or guarantee of payment is required for reservations held for arrival after that time. Any change or cancellation of reservation should be made prior to your stated arrival time or 6:00 p.m. on the arrival date. Please call the hotel directly at 915-534-3099 or toll free 800-228-3000.

To guarantee your reservation we accept any one of the following as a means of payment	
<input type="checkbox"/> One Night Deposit	<input type="checkbox"/> Check <input type="checkbox"/> Money Order
<input type="checkbox"/> Master Charge or Visa Credit Card	<input type="checkbox"/> Diners Club
<input type="checkbox"/> American Express Credit Card	<input type="checkbox"/> Discover
Card No.: _____	Exp. Date: _____

✓	Accommodation	STD	Classic	Prem	Jr. Ste.	Suite	Comments
	1 Person	N/A	\$65	N/A	N/A	N/A	
	2 Persons/1 Bed	N/A	\$65	N/A	N/A	N/A	
	2 Person/2 Beds	N/A	\$65	N/A	N/A	N/A	
	Triple/Quad	N/A	N/A	N/A	N/A	N/A	
Each Additional Person in Room _____						*Suites On Request	
All room rates are subject to state, city and hotel sales tax.							

If rate or accommodation is not available, the nearest rate or accommodation will be assigned.
CHECK IN TIME IS 3:00 P.M. CHECK-OUT TIME IS 1:00 P.M.

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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills Center, Idaho State University
Box 8010, Pocatello, Idaho 83209

February 8, 1988

Wes Brown, Coordinator
WCRLA State Directors
1035 East 20th Street
Oakland, California 94606

Dear Wes:

Please consider this letter the annual report for WCRLA-Idaho.

My goal this year was to reach at least one person at each college, university, and vocational-technical school in Idaho where there has not been WCRLA membership and to request help in recruitment from current members. I have accomplished this.

Twice during the year, I wrote various professionals about the organization and the conference. I have enclosed copies of the letters which I sent. Because I haven't received a membership list since late summer/early fall, I don't know how successful I have been. I have had several phone calls from people inquiring about the conference. The cost of these activities has been minimal and absorbed by my budget.

As I indicated on the enclosed form, I would like to step down as state director. I think it's time for a change. Increased responsibilities in the newly created Academic Skills Center here and other campus responsibilities are also demanding more of my time.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Barbara Swanson', written in dark ink over a light background.

Barbara Swanson
State Director, Idaho

sc

Enclosures

RECEIVED MAR 2 1 1988

ANNUAL REPORT
Nebraska/Kansas Region

Submitted by
Kathy Carpenter, Ph.D.
Director of Learning Center
Kearney State College
Kearney, NE 68849

Regional Membership - To the best of my knowledge, membership in this region increased from 8 members to 22 members in 1986-87 and stands at 26 members in February of 1988. Numerous mailings and telephone conversations, as well as our fall conferences accounted for this increase in membership.

Summary of Local Activities - On October 8-9, 1987, we held our third regional conference at Johnson County Community College in Kansas City, KS. Since our first regional conference in 1985 had been a tri-sponsored event (MRADE/WCRLA/CLASSIC), this was our second attempt at holding an independent conference. Our first independent conference was held Oct. 2-3, 1986 at McCook Community College, McCook, Nebraska, with 14 developmental educators attending. Thirty-four professionals attended our 1987 regional conference in Kansas City, more than a 100% increase in attendance over the previous year.

During this year's two-day conference, we had four sectional meeting times with two sessions available during each time slot. Some of the topics presented were as follows: Improved Learning Through Better Listening Skills; RECAP - Providing Students with a Framework for Critical Thinking; TACTICS - Direct Teaching of Thinking Skills; Survey of Apple Software and Materials; Employing Undergraduate Students to Work as Peer Tutors in the Writing Center; Myers-Briggs Type Inventory (MBTI) - Making It Work for You and Your Students; No Egg on Our Faces - Producing Successful Study Strategies Workshops; and Teaching Students Effective Notetaking Skills.

Wes Brown, WCRLA Past-President, greeted participants and was also our closing luncheon speaker. All activities were held in the Academic Achievement Center at Johnson County Community College. Dr. James Williams, Director of the Communications Division, welcomed us, and participants spent Thursday afternoon touring their Academic Achievement Center and learning about the different aspects of their programs. On conference evaluations not one of the presentations was rated lower than "extremely good" by any of the participants. Respondents indicated that they appreciated the planned informal gatherings for exchanging information and ideas. One suggestion made

by several evaluators was to shorten the length of the presentations from 75 minutes to 60 minutes.

During the business meeting, a new regional President, Judi Haney from McCook, NE, and a new secretary-treasurer, Stephanie Goerl from Great Bend, KS, were elected to serve a two-year term, beginning April 1, 1988. Two drawings were held to award registration fees at the Sacramento conference, and a site for the 1988 fall conference was announced.

Summary of Local Communications - Two mailings to all known Nebraska/Kansas developmental educators prior to the fall conference in Kansas City encouraged developmental educators to attend. A follow-up letter describing the conference to those same individuals also encouraged them to join WCRLA if they did not already belong. A third and a fourth mailing in February to over 100 Nebraska/Kansas developmental educators gave information about the upcoming Sacramento conference along with a letter encouraging people to join WCRLA and attend the Sacramento conference. Six regional members have already made definite plans to attend.

Accounting of Funds Used - A bill for \$138.53 was submitted for costs associated with the October conference in Kansas City, exclusively for xeroxing and postage charges, and for partial cost of three mailings since December, 1987, to all regional developmental educators.

Goals of Region for Next Year - A fall 1988 conference to be held in south central Nebraska is in the planning stages. This conference will be held at the Interstate Holiday Inn in Grand Island, NE, on October 6-7. Martha Maxwell has indicated that she will attend our conference and conduct roundtable discussions with the participants. We also hope to have a WCRLA officer as our luncheon speaker. For that conference we will continue mailing information to over 100 developmental educators in Nebraska and Kansas. Hopefully, recognition from these educators that we are now a recognized WCRLA region and will be holding an annual area fall conference with nationally recognized speakers to complement the organizational yearly spring conference should create interest and increase participation.



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Rhea Ashmore, Corbin Hall, University of Montana, Missoula, MT
59812 (406) 243-5415

Date: February 1, 1988

To: Wes Brown

From: Rhea Ashmore, Montana State Director

Re: 1987-1988 Annual Report: Montana

State/Province Membership

The current membership is eight (I believe). Membership has grown from seven in February, 1987 to eight as of February, 1988.

Local Activities/Communications

1. Suzy Hampton, Dorothy Stottlemeyer, and I attended the WCRLA Washington State Conference, Spokane, WA, October 1987.
2. The following letters were sent to the state membership:
 - a. Membership campaign letter to expired and current members, August 1987;
 - b. Membership campaign letter to prospective members, August 1987;
 - c. Newsletter submission, May 1987;
 - d. Conference reminder letter to state members, February 1988.
(sample letters enclosed)

Funds Used

None. I need more stationery, envelopes, and mailing labels!

Note: To date, I have not received confirmation regarding my proposed visitation to two Montana higher education institutions. If approved, please notify me so I may schedule the trip during Spring quarter.

Recommendations from Local Membership

None

Goals: 1988-1989

To increase state membership by one member.

I am willing to continue in the Montana State Director position.

Respectfully submitted,

Rhea Ashmore
Rhea Ashmore, Montana State Director

**Suggested issues for discussion at State/Regional Director's
Meeting, March 23, 1988**

I've listed below the topics and issues suggested for discussion at the State/Regional Director's meeting in Sacramento on Wednesday evening.

1. Discuss regional issues
2. Some regions, though small, are relatively "spread out" which makes communicating and operating in usual ways very difficult.
3. How long should newsletter and other WCRLA communications be sent to non-WCRLA professionals?
4. How does one go about planning and getting financial assistance for a state conference? What are some tactics and some of the pitfalls of sponsoring a conference with other groups?
5. How can I get more frequent updates of state and regional membership?
6. How are regional officers selected and what is the nature of the relationship between regional groups and other related groups?
7. What are some methods of lobbying state legislators for learning assistance funding?
8. Getting started being a state/regional Director.
9. Why is the conference program is not available until the day of the conference? Session and Institute times often conflict.



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GUIDE TO ESTABLISHING



STATE / REGIONAL CHAPTERS



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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BOARD POLICY RECOMMENDATION ON
STATE/REGIONAL CHAPTERS

The 1987-88 Board of Directors of the Western College Reading and Learning Association (WCRLA) recognizes that the establishment of chapters within states, regions or areas benefits the Association in the following ways:

1. chapters will be a means of connecting local membership with the Association;
2. they will provide a vehicle for members to participate in WCRLA's program at the local level; and
3. chapters will promote membership and participation in the Association.

The formation of chapters benefits states, regions or areas in the following ways:

1. chapters are a convenient framework within which individuals can meet to consider professional issues of local interest;
2. they give recognition to the state, region or area;
3. they provide for continuity from year to year;
4. they provide for more active involvement of more people; and,
5. chapters lead to better accountability of decisions and actions of the officers.

The Board of Directors hereby endorses the following guidelines for the establishment of chapters:

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position for the area included in the chapter.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organization.
8. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state, regional or an area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Chapters will be autonomous except as provided by the Association's Constitution and Bylaws. Chapters will be responsible for: adopting bylaws which govern officers, membership meetings, committees and other matters; developing and implementing their own programs; requesting information and assistance from the Coordinator of State/Regions as needed; establishing criteria for dues and membership; developing a newsletter and/or engaging in other activities in order to improve communication within the membership; and, providing funds to support the activities of the chapter.



STEPS FOR FORMING CHAPTERS

STATE/REGION/AREA RESPONSIBILITY

1. Complete the petition for chapter form.
2. Secure signatures of at least 25 WCRLA members.
3. Compile a list of names and addresses of members petitioning for chapter status; confirm that all persons signing the petition are members of WCRLA.
4. Submit all information to the Coordinator of state/regional directors.

BOARD RESPONSIBILITY

1. Coordinator of State/Regional Directors will notify the Board of Directors of a chapter request.
2. The Board will act on the request pending verification of membership status of those signing the petition.
3. Notification of the Board action will be sent to the chapter facilitator within sixty (60) days.



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PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name _____ and covering the following geographic area: _____.

The purpose and objectives of the chapter will be as follows:

Name or person facilitating the organization of the chapter _____

Address _____

_____ Phone _____

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

CHAPTER CHARTER

Remarks and recommendation of the coordinator of
state/regional directors: _____

Presented to the Board _____

Permission to form a chapter: granted _____ denied _____

Comments: _____

Board Signatures

President

President-Elect

Secretary

Treasurer

Coordinator of State/Regional Directors

AMERICAN SOCIETY OF WOMEN ACCOUNTANTS

ARTICLE I

NAME

The name of this organization shall be _____
Chapter, Number _____, of the American Society of Women Accountants, herein-
after referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this chapter shall be, in accordance with the policy and program
of the American Society of Women Accountants, to advance the interest of women
in all fields of accounting.

ARTICLE III

MEMBERSHIP

Section 1.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be a president, vice president, secretary and treasurer.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as president.

Section 3. Each officer shall serve for a term of one administrative year or until their successors are elected. The officers' terms of office shall begin July 1.

Section 4. Vacancies:

- A. A vacancy in the office of president shall be filled by the vice president.

ARTICLE IV - OFFICERS (Continued)

- B. If a vacancy occurs in the office of the president and vice president, the secretary shall call a meeting of the Board of Directors for the purpose of electing from the eligible members of the Board of Directors a president to fill the unexpired term of president.
- C. A vacancy in the office of vice president, secretary or treasurer shall be filled by appointment of the president with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of _____ years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and the "Chapter Procedure Manual."

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least ten regular monthly meetings each year at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in June shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise.

Section 3. Special meetings may be called by the president or a majority of the Board of Directors.

Section 4. A quorum shall consist of _____ members of the Chapter.

Section 5. The president, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when it deems such action necessary due to the existence of a local or national emergency.

ARTICLE VI

REPRESENTATION and VOTING

Section 1. The Chapter shall be represented at meetings of the American Society of Women Accountants as provided for in the National Bylaws.

Section 2. Credentials of delegates, alternates, proxies and proxy alternates shall be signed by the Chapter president or Chapter secretary.

Model Bylaws for Chapters (Continued)

ARTICLE VI - REPRESENTATION and VOTING (Continued)

Section 3. Delegates and alternates to the National annual meeting and special meetings for the ensuing administrative year shall be elected by a majority vote of the members present at the regular June meeting or at any other regular or special meeting of the membership providing notice of such election is sent with the notice of the meeting.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the immediate past president and _____ elected directors, _____ of whom shall be elected each even-numbered year and _____ of whom shall be elected in each odd-numbered year for a term of two years, or until their successors are elected.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies

- A. If the immediate past-president is unable to serve on the Board of Directors, the most recent past-president who consents to serve shall fill this vacancy.
- B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the president with the approval of the Board of Directors. Such directors shall serve until their successors are elected.

Section 4. Each member of the Board of Directors shall serve as chairman of such standing committees as may be assigned by the president and approved by the Board of Directors.

Section 5. Meetings

- A. The Board of Directors shall hold regular monthly meetings.
- B. Special meetings may be called at any time by the president or at the request of a majority of the Board of Directors.
- C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The directors shall serve no more than two consecutive elected terms. A director having served two consecutive terms may serve again as a director after the expiration of _____ years.

Model Bylaws for Chapters (Continued)

ARTICLE VII - BOARD OF DIRECTORS (Continued)

Section 7. The Board of Directors shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the "Chapter Procedure Manual" as approved by the National Board of Directors.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2. Standing committees shall be: _____

- A. The chairmen of these committees shall be appointed by the president and approved by the Board of Directors.
- B. Members of the committees shall be selected by the respective chairmen with the approval of the president.

Section 3. Special committees may be appointed by the president whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The president of the Chapter shall be an ex-officio member of all committees except the Nominating Committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and in the "Chapter Procedure Manual" and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS and ELECTIONS

Section 1. The Nominating Committee shall consist of three members, one regular member elected by the Board of Directors and two regular members elected by the membership no later than the _____ meeting of each year.

Section 2. The chairman of this committee shall be appointed by the Board of Directors.

Section 3. A vacancy on this committee shall be filled by the Board of Directors.

Model Bylaws for Chapters (Continued)

ARTICLE IX - NOMINATIONS and ELECTIONS (Continued)

Section 4. This committee shall report their nominations for officers and directors to the membership no later than the regular March meeting of the Chapter. Additional nominees may be made from the floor, provided that consent of the member has been obtained.

Section 5. Annual election of officers and directors shall be held no later than the regular April meeting of the Chapter.

Section 6. The officers and directors shall be elected by ballot. If there is only one candidate for each office and director, the president shall declare the slate elected.

Section 7. Newly elected officers and directors shall take office at the beginning of the administrative year.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings of the Board of Directors.

Section 3. The fiscal and administrative year of the Chapter shall be July 1 through June 30.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Dues for all classes of membership are based on the membership status as of June 30. Annual dues of regular and associate members shall be \$ _____ per year plus the amount of membership dues payable to the national organization. For new members of these classes joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year. Annual dues for junior members shall be \$ _____ per year, plus the amount of membership dues payable to the national organization. For new junior members joining after December 31, the dues shall be \$ _____ for the partial year, plus the amount of membership dues payable to the national organization for the partial year.

ARTICLE XI - DUES (Continued)

Section 2. Dues shall become payable on July 1 of each year based on the membership status on June 30 and shall become delinquent sixty days after the invoice date but not earlier than September 1. Any members whose dues have not been paid within this time shall be dropped from membership. Reinstatement within the fiscal year may be granted upon payment of \$5.00 and the full year's dues by June 1 of that fiscal year.

ARTICLE XII

DISSOLUTION

Section 1. This chapter can be dissolved by a two-thirds vote of the members present and voting at a membership meeting, and a majority vote of the Board of Directors at a board meeting. Notice of such vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this chapter is declared inactive by its Board of Directors, it shall surrender its charter and all books and records to the National Headquarters office.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will go to a non-profit organization that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code as follows: (1) The Educational Foundation of AWSCPA/ASWA, if it is in existence, or (2) a non-profit organization working for the benefit of the accounting profession to be chosen by the Trustee of the dissolution.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These Bylaws may be amended at any regular meeting of the Chapter, by a two-thirds vote, provided the amendment has been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this Chapter shall be submitted to the National Bylaws Chairman for approval before becoming effective.

Section 3. When amendments to the National Bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Aug. 18, 1978

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CONSTITUTION
of the
WESTERN COLLEGE READING ASSOCIATION

- Article I: The name of the association will be the Western College Reading Association. It will be a non-profit organization.
- Article II: The objectives of this association are twofold:
1. To exchange ideas and techniques with regard to college reading and study skills programs.
 2. To propose and encourage the adoption of certain specific qualifications for teachers of college reading and study skills programs.
- Article III: Membership.
1. Any individual who is qualified and is interested in college reading and study skills programs is eligible for membership upon signing a membership application.
 2. The membership shall have one class of membership; the voting privileges shall be equal.
- Article IV: Officers.
1. The elective offices of the Association shall be a President-Elect, Secretary, and Treasurer. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.
 2. All officers shall be elected for one (1) year, to hold office from conclusion of the spring conference.
 3. General Duties of Elected Officers:
 - a. They shall serve as members of the Western College Reading Association Board of Directors.
 - b. They shall act in an advisory capacity to the President.
 4. Duties of the President
 - a. He/she shall act as chairperson and presiding officer of the Board of Directors.
 - b. He/she shall act as presiding officer of general meetings.

- c. He/she shall appoint the chairperson of ~~standing~~ and special committees.
 - d. He/she shall appoint a Parliamentarian to serve for one (1) year.
 - e. He/she shall approve the personnel of committees.
 - f. He/she shall call special meetings of the Board of Directors.
 - g. He/she shall appoint State/Province Director(s) and Director(s)-at-Large, within 30 days prior to the annual meeting.
 - h. He/she shall appoint a corresponding secretary for the duration of his/her term. ⁶
5. Duties of the President-Elect:
- a. He/she shall act as presiding officer in the absence of the President.
 - b. He/she shall act as Chairperson of the Program Committee.
6. Duties of the Immediate Past President:
- a. He/she shall act as presiding officer in the absence of the President and President-Elect.
 - b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.
 - c. He/she shall do other work as assigned by the President.
7. Duties of the Secretary:
- a. He/she shall act as presiding officer in the absence of the President and the President-Elect. ^{1st + 2nd Proxy}
 - b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.
 - c. He/she shall carry out the general secretarial duties of the Association.

8. Duties of the Treasurer:

- a. He/she shall receive and record the receipts of all dues and other income.
- b. He/she shall make a financial report at each Board of Directors' meeting and each General meeting.
- c. He/she shall submit the books to the Board of Directors for a yearly audit.
- d. He/she shall write and sign all checks for all authorized expenditures.

9. Duties of the State/Providence Director(s) and Director(s)-at-Large

- a. He/she shall serve a term of one year.
- b. Upon appointment he/she shall appoint an assistant state director who will succeed the state director.
- c. He/she will serve as the membership chairperson for his/her state.
- d. An annual report will be submitted to the Board of Directors by Feb. 1.

Article V:

Board of Directors

1. The Western College Reading Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the Treasurer and the Immediate Past President, provided that he/she is still eligible for membership.
2. Powers and Duties.
 - a. It shall conduct, manage and control business and affairs of the Association.
 - b. It shall approve the annual budget.
 - c. It shall approve the expenditures of any funds before the financial obligation is incurred.
 - d. All decisions shall be made by a majority vote of those present. A quorum is required.
 - e. The title of all property of the Association shall be vested in the Association.

Article VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties for the unexpired term.
2. Unexpired term may be appointed by the President.
3. All appointments must meet the qualifications established for eligibility.
4. If a vacancy occurs in the office of President-Elect an acting program Chairperson will be appointed by the President with the approval of the Board of Directors. In this event an election for the office of President and President-Elect shall be held at the annual Spring Conference.

Article VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.
2. There shall be at least two (2) regular meetings each year of the Board of Directors.
3. Special meetings may be called by the President and shall be called at the request of any three (3) directors. Notice of any special meeting shall be given to each Director at least 5 days before the date of any special meeting. Notification of meeting shall be confirmed by the President in writing to all Directors. The notice shall state the purpose for the transaction for which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
4. Members of the WCRA shall have the right to attend all meetings of the Association.
5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

Article VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.
2. A quorum of the WCRA Board of Directors shall be three of its members.

Article IX: Nomination and Election of Officers.

1. Not later than thirty (30) days prior to the dates of the annual Spring Conference the President shall appoint a Nominating Committee Chairperson selected from the available Past Presidents. The Chairperson shall appoint a Nominating Committee consisting of two (2) more available recent Past Presidents plus two (2) other members to be approved by the President.
2. The Nominations Committee shall submit at least two members for each of the following officers: President-Elect, Secretary and Treasurer.
3. All officers except the President and Immediate Past President shall be elected at the Spring General Meeting.
 - a. After the report of the Nominating Committee, the President shall give an opportunity to propose nominations from the floor for each election.
 - b. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election
4. Results of the voting will be made known at the General Business Meeting.

Article X: Dues.

1. The amount of the dues of the Association and the time of payment shall be determined by the Board of Directors.
2. All members shall pay the full dues.

Article XI: Initiative, Referendum, and Recall.

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.
2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.
3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

Article XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

Article XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and By-Laws.
2. In all meetings any member may demand a roll-call vote except for the election of officers.

Article XIV: A choice of methods of voting shall be made at the discretion of the members of the Board of Directors.

Article XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.
2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.
3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

WCRLA BYLAWS 1986

ARTICLE I - NAME

The name of the Association shall be Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.
3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.
2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.
3. State directors will be encouraged to call an annual, state or regional meeting.

4. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.
5. All annual, regular or special meetings of the Association must be held within the western geographical region established by the Association.
6. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the corporation.
4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.
5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term in compliance with the mail-ballot procedure established in Article VII, Section III of these By-laws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect, and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.
2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
 - a. Appoint chairpersons of standing and special committees.
 - b. Appoint a parliamentarian.

- c. Approve personnel of committees.
 - d. Call special meetings of the Board of Directors.
 - e. Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.
 - f. Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors to serve in that role/office in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president, and shall act as chairperson of the program committee.
 5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors and shall act in a general capacity as advisor to the president upon the affairs of the Association.
 6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.
 7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year, there shall be a review of the financial records by a committee of three members to be appointed by the president.
 8. Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors not later than February 1 of each year.

ARTICLE VI - FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.
2. In all meetings any member may demand a roll call vote except for those procedures which provide for a mail ballot including the election of officers.
3. Not later than twelve (12) months prior to the beginning of election balloting, the president shall appoint a past-president who served a one year term as committee member as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:
 - a. The election committee shall confer in face-to-face meeting and select from the membership at least two (2) members for each of the offices of president-elect, and secretary or treasurer.
 - b. The committee shall make available to each nominee and his/her institution the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.
 - c. The election committee shall submit to the Board of Directors the names of at least two (2) members for each of the offices of president-elect, and secretary or treasurer in time for action at the Summer Board meeting.
 - d. Information about all candidates, one official ballot and a properly addressed return envelope will be mailed by January 3 to all members in good standing as of December 31.
 - e. All officers except the president and immediate past president shall be elected by mail ballot.
 - f. The election committee will hold at least one open meeting during the annual conference to give the membership the opportunity to propose potential nominees for each elective office.

- g. Voting shall be by secret mail ballot. All votes received on or before February 15 will be included in the final count. A majority of the votes cast shall be necessary for election.
 - h. Ballots shall be sealed immediately following the count and be available for verification as requested in writing for thirty (30) days from the day of the election.
4. Should a quorum as defined by Article VIII of the By-laws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.



University of Pittsburgh

LEARNING SKILLS CENTER
University Counseling Service
Division of Student Affairs

March 8, 1988

Gwen Enright
President, WCRLA
Academic Skills
San Diego State University
San Diego, CA 92182

Dear Gwen:

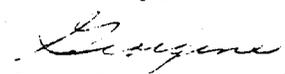
I regret it has taken so long for me to acknowledge your letter of January 5, 1988. I have never had a term speed along as this one.

I just want you to know that I did receive the comments of the WCRLA board. Please thank the board for their suggestions and thoughtful analysis of the CAS Standards. I promise that in the near future, hopefully before the WCRLA Convention, that I will respond in more detail to the concerns and suggestions. I appreciate the opportunity to continue discussion about the standards in the future.

I am leaving tomorrow to attend the NADE convention where there will also be discussion about the standards. I will communicate any information I pick up at NADE with you.

Again, please excuse the haste of this letter. I will write again very soon.

Sincerely,


Georgine Materniak

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**Western
College
Reading &
Learning
Association**

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment G
Page 2 of 5

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills San Diego State University San Diego Ca 92182

January 5, 1988

Georgine Materniak, Coordinator
Learning Skills Center
University of Pittsburg
311 William Pitt Union
Pittsburg, PA 15260

Dear Georgine:

As promised, here are the Western College Reading and Learning Association Board of Directors' suggestions and comments for revising the Standards and Guidelines for Learning Assistance Programs:

The Board reacted favorably to the general statement of philosophy included in the General Standards, but was more interested in carefully reading the sections of the standards and guidelines dealing specifically with learning assistance programs. Comments fell into three categories -- concerns about lack of precision, concerns about restricting programs and services at different kinds of institutions, and concerns about omissions in the standards and guidelines.

Concerns about lack of precision

At this time, terms such as "remedial," "developmental," and "learning assistance" do not convey common meaning throughout the country. Consequently, the WCRLA Board recommends the word "services" be used in place of these words. (This suggestion refers to Mission, p. 63, IA.)

To be a document workable in a variety of settings, language used in the document needs to be both more precise and more consistent.

It is unclear whether the standards apply to a program of learning assistance (a specialized academic support concept with a specific philosophy) or separate learning assistance services (a smorgasbord of instructional support services which may be coordinated but not necessarily systematic).

The lack of precision in language leaves an impression that the requirements for those who teach in learning assistance programs are minimal or nonexistent. Of course, the WCRLA Board thinks

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this impression needs to be avoided.

Concerns about restricting programs and services at different kinds of institutions

Program guidelines could be written to allow flexibility for the institution to set the necessary specifics. For example, the institution should determine what department or agency is responsible for in-service activities. (This suggestion refers to Program, p. 63, II -1.)

The guidelines should recognize that many campuses have components of learning assistance programs crossing several departmental lines. Consequently, whether learning assistance is in instruction or in student services is not clear cut.

In general, more latitude for institutional differences is needed. The WCRLA Board recommends avoiding using the term "must" and instead making a statement and providing examples.

Finally, the WCRLA Board interprets the standards as endorsing one particular model of learning assistance. Since this could spell disaster for other credible models, it is suggested that standards for more than one model be developed.

Concerns about omissions

The guidelines do not reflect the institutions responsibility to students. If a student is admitted, the institution and/or appropriate program takes responsibility for the student at the level he or she was admitted. (This comment is in reference to the Mission, p. 63, I-B-2)

The guidelines lack information on variations of learning styles. (This comment is in reference to Mission, p. 63, I-B-1)

The WCRLA Board suggests the document include recommendations about where an academic program of basic skills fits. In addition, an outreach component (with training) should be included in the learning assistance standards and guidelines.

This long list of suggestions and comments is forwarded to you along with the sentiment that pulling together the Standards and Guidelines is a worthwhile endeavor. We are pleased to have the opportunity to offer these suggestions for the upcoming edition, and we hope we have contributed to an edition that will have an even broader base than the current one.

Cordially,

Gwyn Enright
President

xo WCRLA Board of Directors



NADE

NADE NEWS: Professional Standards and Ethics Committee

While standards for professional organizations are not new, educational associations have shown increased interest in the development of standards over the last decade. This has occurred because standards and guidelines have proven to be useful to educators in several ways. They can provide a framework for building a program as well as for evaluating its components. They also present an external guide that program directors and staff can use to argue for change within their institutions.

Recognizing the useful role professional standards play, the members of NADE's Standards and Ethics Committee are considering several options in developing a set of standards for the organization. One possibility is to build on the excellent work already done by the Council for the Advancement of Standards for Student Services/Development Programs. Through Commission XVI of ACPA, Georgine Materniak and Audrey Williams have developed a set of standards for Learning Assistance programs (see fall issue of this journal). Whether these standards can provide a basis for all the diverse aspects of

developmental education programs and services can only be determined by feedback from the members of NADE.

Another possibility is for NADE to adopt several sets of standards from various professional groups. AERA, NCME, and APA, for example, have developed joint standards on testing and test use. Likewise, other associations have developed standards for their members which NADE might wish to emulate.

Yet a third option is for NADE to develop its own separate set of standards, although this might require several years for formation, debate, and revision. Obviously, the Standards and Ethics Committee has several options to choose from in its work to devise an appropriate set of standards for NADE, and the option that the committee finally recommends to NADE's Executive Board will depend on feedback from NADE members and NADE local chapters.

Whatever the eventual course of action, the work of the Standards and Ethics Committee should link closely with the work of the Research and Evaluation Committee. Under Diane Vukovich's

leadership this committee began to investigate an evaluation and accreditation process for developmental education programs. Pat DeJarnett, current committee chair, sees the work of selecting or developing standards as crucial to her committee's work.

Future plans call for the committee to begin outlining plans and coming to some agreement on the content needed for NADE's standards. In addition, the committee will collect standards from other professional associations for review. From this background work, and from the feedback given on the CAS Standards for Learning Assistance Programs, the committee hopes to be able to recommend to the Executive Board the most promising course for the future.

As with most NADE committees, the work of the Standards and Ethics Committee is conducted by mail and by phone. To join in the efforts of this committee and have some voice in its decisions concerning standards, simply drop a letter to the committee chair: Jerry Weber, John Wood Community College, 150 S. 48th Street, Quincy, IL 62301.

National Association for Developmental Education (NADE)

Post Office Box 60227 • Chicago, Illinois 60660

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LASSI

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by Claire E. Weinstein, et al.

Dept. of Educational Psychology, University of Texas at Austin

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The LASSI is:

- (1) A counseling tool for college orientation programs, developmental education programs, learning assistance programs, and learning centers;
- (2) A diagnostic measure to help identify areas in which students could benefit most from educational interventions;
- (3) A basis for planning individual prescriptions for both remediation and enrichment;
- (4) A pre-post achievement measure for students participating in programs or courses focusing on learning strategies and study skills;
- (5) An evaluation tool to assess the degree of success of intervention courses or programs.

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Announcements

From the Membership Chair:

Due to circumstances beyond our control, new member applications may not have been received by the NADE Membership Chair. Please contact Jean Swain Opliger if you know anyone who **applied for or renewed a membership** in New Orleans but has not been receiving membership benefits.

From the Standards and Ethics Committee:

The Standards and Ethics Committee encourages NADE members to read and comment on *The CAS Standards and Guidelines for Learning Assistance Programs* which appears in the fall issue of *The Journal of Developmental Education*.

The document, the result of a six-year project of the American College Personnel Association's (ACPA) Commission XVI on Learning Centers in Higher Education, is the first effort to identify and describe standards for programs and services provided by learning assistance professionals and developmental educators. It was published as one of 16 functional area standards and guidelines by the Council for the Advancement of Standards in Students Services/Development Programs (CAS), a consortium of 22 national organizations, in 1986. More background information about the project and the document is given in *The Journal* article.

The Journal of Developmental Education, recognizing the significance of the document as being the first of its kind, decided to publish *The CAS Standards and Guidelines for Learning Assistance Programs* to inform members of the profession of its existence. The decision, however does not represent an endorsement of the document by *The Journal*.

Because the Committee on Professional Standards and Ethics and ACPA's Commission XVI share common interests, both groups are exploring ways of joining efforts. Commission XVI, for example, has asked the NADE Committee on Professional Standards and Ethics to work together on the revision of the *CAS Standards and Guidelines for Learning Assis-*

tance Programs which is to begin next year and culminate in a second edition in 1990.

As part of this effort, the Committee on Professional Standards and Ethics would like NADE members to tell us what you think about the document. Does it speak to the issues involved in developmental education programs? Does it represent the practices of the profession-at-large? What are its strengths? What recommendations do you have for improving the document? Your comments, suggestions, and recommendations will be most helpful to the Committee and will be given to Commission XVI for inclusion in the upcoming revision.

Please send your comments to: Jerry Weber, John Wood Community College, 150 S. 48th Street, Quincy, Illinois, 62301.



Executive News

Highlights of June Board Meeting and July Conference

Budget Focus

The primary focus of the Board meeting in Boston was the development of the 1987-88 projected income from fees, conference revenues, and the carry-over total of \$83,815. A total of \$100,000 was encumbered to meet expenses and chapter projected administrative costs.

Calendar Caps: Conference and Calls for Papers Around the

NYMADE CONFERENCE

The Conference Planning Committee for the New York Metropolitan Association for Developmental Education invites you to attend the 4th Annual NYMADE Conference at Bronx Community College, New York on March 26, 1988. The theme of the conference will be "College Educators at the Crossroads: Merging the 80's into the 90's." For more information, contact Dr. Mavis Aldridge, Conference Chair at (212) 489-5240.

NY COLLEGE LEARNING SKILLS

The New York College Learning Skills Association announces the Eleventh Annual Symposium on Developmental/Remedial Education on April 17-19, 1988 at the Nevele Country Club in Ellenville, New York (in the Catskill Mountains). The keynote address will be given by Dr. Jacqueline Fleming, author of *Black Students*. Pre-symposium highlights include May Garland on Supplemental Instruction, Cynthia Selfe on the Uses of Computers in the Learning Center and in Instruction, Stephen Brown on Critical Thinking/Problem Solving

Across the Curriculum

Bartholomae on Reading. Contact Susan Huzar, Mental Studies Division, College of Finger Lakes, Fredonia, New York, 14850. Phone: 315-394-3500, ext. 389 for information. Proposal deadline: February 1, 1987.

LANGUAGE DEVELOPMENT

Teachers of English to Speakers of Other Languages which is a national professional organization of those concerned with the teaching of English as a second or foreign language, of standard English and dialect, of bilingual and with research into language acquisition, language teaching and language testing. The program will include sessions by internationally known speakers.

Non-**TESOL** members are invited to attend the 22nd Annual Meeting of TESOL, 1118 22nd Street, N.W., Washington, D.C., 20037. Phone: (202) 872-1271. Registration fee: \$15.00. Registration deadline: March 15, 1988.

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment H
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Western College Reading and Learning Association

Report of the President-Elect, 1987-88

Respectfully submitted on March 22, 1988 by

Susan Deese

RECEIVED MAR 22 1988

Program Chair

The main duty of the President-Elect is to serve as Conference Program Chair. This is an exciting, challenging, and (I hope to discover) rewarding task.

The first call for proposals was made at the 1987 Annual Conference in Albuquerque. The proposal deadlines were September 1 for institute presentations and September 15 for session presentations. This system of deadlines worked well and the Program Committee met in early October for a final screening of proposals. (A preliminary screening of institute proposals was made by a subcommittee of the Program Committee. If proposals for institutes were not viewed as appropriate institute presentations, the presenters were contacted and asked if they would like for their proposals to be considered for session presentations. We received almost 80 proposals and 65 were accepted. A total of 67 presentations were finally accepted for the program. (I solicited 2 math presentations.)

Four of the ten institutes were sponsored by SIGs. Two of the institutes were scheduled twice in the program--as pre and post conference presentations. The suggestion has been made to me by several WCRLA members that we do not have institutes during the conference but only have pre- and post-conference institutes. It might limit the number of institutes but it would avoid the problem of people wanting to go to several sessions that are taking place during one institute.

One session was scheduled for two hours. It was originally submitted as an institute proposal but it was received late. The program committee though liked the proposal so much that we decided to offer a two-hour slot to the presenter.

Three presenters had to cancel after accepting the invitation to present; a substitute was found for each.

The overall conference schedule changed this year. The conference program now begins on Wednesday and concludes on Saturday. The informal feedback that I have received has been positive. After conference evaluation forms are processed, we will have more information about how conference participants like the new schedule.

General sessions are still scheduled on Thursdays and Fridays with the keynote speaker on Thursday and the business meeting on Friday. The traditional Sunday brunch has become a Saturday luncheon. I had planned on having John Vasconcellos as the luncheon speaker but Saturday was not convenient for him. He instead will speak at a "general session" on ~~Thursday~~ *Wed.* and there not be a speaker on Saturday. (It has been suggested that we eliminate a speaker at the luncheon or make the presentation of awards, installation of officers, and welcome to the next conference site shorter. Hopefully, the feedback we get this year when we don't have a luncheon speaker will help us make plans in future years.)

A plenary session was scheduled for Thursday morning. I hope that this session will give the Board the opportunity to discuss issues facing the Association with the members attending the conference. Since the session is one of the early conference activities, pertinent issues could be discussed throughout the conference. If formal action needs to be taken on any issue, it could be done at the Friday business meeting.

By having two suites used for Hospitality, we will be able to display some SIG information during the Hospitality periods on Wednesday and Thursday evenings. On Wednesday, we also have a "Happy Hour" in the suites. This was done in part to have a function after the forum with John Vasconcellos so that interaction could continue. Also, since we don't have a meal function on Wednesday (other than the State/Region Directors dinner), a "Happy Hour" might give people the opportunity to meet and to make meal plans.

The conference registration form included the information that fees must be paid in US dollars and that memberships fees should be sent directly to our PO Box in Whittier. Hopefully, these additions will make things easier for local arrangements/registration committees.

Conference information was mailed to WCRLA members, non-members who attended the 1987 conference, presenters who are non-members, Supplemental Instruction supervisors, some California EOP program directors, and NADE members. The NADE mailing list was received so late that calls for proposals were not sent to those people; they only received calls to the conference.

WCRLA Representative at NADE

I had the opportunity along with Wes Brown and JoAnn Mullen to meet with Diane Vukovich, NADE President, and Kaylene Gebert, NADE President-Elect. We discussed the possibilities of holding a joint/concurrent conference in 1993 in San Antonio, Texas; exchanging membership lists each June 1; having each Association President write a column for the other's Fall Newsletter; exchanging an exhibit's table at each conference; and having a program slot at each conference.

Kaylene and I also discussed working with the National Center for Developmental Education to establish a speaker's bureau especially for state/regional conferences. Other topics for future discussion include sponsoring joint workshops outside of conferences, sponsor a party or open house at each other's conference, co-sponsor insurance or other benefit plan, join in political action activities, help with research studies, joint placement services, exchange of brochures, interchange between SIGs, interchange between state chapter presidents, and a joint membership fee structure with price breaks for journals and conferences.

Budget

Though the figures are not yet final, it appears that expenditures were lower than expected in nearly all budget categories for the President-Elect. Budget sheets pertaining to the President-Elect's expenses are attached.

A detailed budget report will be prepared by May 15, 1988. University of New Mexico ledger details may not be available until May 1.

RECOMMENDATIONS

1. maintain consistent conference proposal deadlines in September
2. change deadline for Winter Newsletter from October 1 to October 15 or 31
3. form a small committee to make a formal recommendation to the Board concerning joint NADE conference in 1993
4. instruct Oxford Mailing Service to send membership list (labels) to NADE designate by June 1 each year
5. to exchange President's columns in WCRLA and NADE newsletters each fall
6. to exchange exhibits table with NADE at each conference
7. to exchange a program slot with NADE at each conference (actual session not just advertisement)
8. to conduct a detailed library search for professional associations with whom we might want exchange membership lists or from whom we might purchase membership lists

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
Calls to Conf. (Total)	400	119.01			
Travel					
Hotels and Food					
Telephone Expense					
Postage	100				
Print. & Publish.	300	119.01			
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Brochures (Total) Reg Forms	400	61.68			
Travel					
Hotels and Food					
Telephone Expense					
Postage	100				
Print. & Publish.	300	61.68			
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

WESTERN COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
II. CONFERENCE TOTAL	16,170				
A. CONFERENCE MGT. TOTAL	2,900				
Chairman (Total)	1,350				
Travel	500	208.00			
Hotels and Food	200	12.00			
Telephone Expense	150	150.00			
Postage	100	67.49			
Print. & Publish.					
Wages & Fees	200				
Supplies	200	43.44			
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
On Site Manager (Total)	1,550				
Travel					
Hotels and Food	550				
Telephone Expense	250				
Postage					
Print. & Publish.					
Wages & Fees	400				
Supplies	250				
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Committee Lunch	100				

BUDGET ITEMS	APPROVED FOR 87/88	SPENT AT	BALANCE	REQUESTED FOR	APPROVED FOR
C. CONFERENCE PROGRAM TOTAL	3,250				
Speakers (Total)	2,750				
Travel	450				
Hotels and Food	300				
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees	2,000	1600 (?)			
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					
Institutes (Total)	500				
Travel					
Hotels and Food					
Telephone Expense					
Postage					
Print. & Publish.					
Wages and Fees					
Supplies					
Advert. & Promo.					
Miscellaneous					
Other (Specify)					

HISTORY

is officially organized in 1967
e problems and challenges
nique teaching reading at
secondary level. While other
organizations had addressed
s of elementary and secondary
action, college reading teach-
ed for professional interchange
gues in reading and related
llege Conference on Reading
November, 1966, at San Berna-
College, and plans for WCRLA
charter was drawn and the
adopted in March, 1967, for
ation known originally as the
llege Reading Association. In
lect the interests of the mem-
e name was changed at the
ess meeting in 1983 to Western
ding and Learning Association.

years, WCRLA has expanded
ming to include the related
rning assistance, study skills,
ntal education, and tutorial
Though its geographical focus
nce sites remain in the eigh-
n-most U.S. states and Cana-
ce membership is open to
there are now members from
y state and province.

WCRLA Minutes
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Sacramento, California
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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

RECEIVED MAR 22 1988

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

WCRLA is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college-adult level. Inherently diverse in membership, WCRLA's most vital function and over-all purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

WCRLA members give practical application to their research and promote the implementation of innovative strategies to enhance student learning. In a spirit of community, members share each other's successful experience so that they can benefit from it and learn from other's critical research so they will not be condemned to repeat it.

We invite any individual who belongs to a faculty or administration of a public or private college or university and who has an expressed interest in college learning assistance and developmental education to join the Western College Reading and Learning Association. A membership application is included in this brochure.

GOALS

The goals of WCRLA are to continue to provide mediums for dialogue among professionals; to cooperate and coordinate with other professional organizations in these and related fields; to increase the tools available to improve student learning; to provide information and consultants to bodies enacting legislation directly related to college reading, learning assistance, developmental education and tutorial services; and to act to ensure an environment where effective learning can take place.

SERVICES

To meet these goals, WCRLA offers the following services to its membership:

- ★ opportunities to share research and ideas through publications
 - ☆ *The Journal of College Reading and Learning*
 - ☆ the quarterly *Newsletter*
- ★ opportunities for professional growth and job improvement
 - ☆ the annual WCRLA conference
 - ☆ conference institutes
 - ☆ publishers' exhibits
 - ☆ lunch with a mentor
 - ☆ campus on-site visits
 - ☆ campus program exhibits
 - ☆ computer fair
 - ☆ regional meetings
- ★ opportunities to pursue specific areas of interest through Special Interest Groups
 - ☆ Advanced Reading
 - ☆ Cognitive Psychology
 - ☆ Computer Technology
 - ☆ Critical Thinking & Problem Solving
 - ☆ English as a Second Language
 - ☆ Evaluation and Research
 - ☆ Hispanic Assistance
 - ☆ Learning Center Management
 - ☆ Learning Disabled Students
 - ☆ Peer Tutoring
 - ☆ Organizational Development
- ★ opportunities to adopt and adapt practices
 - ☆ program guidelines
 - ☆ program evaluation services
- ★ opportunities for career development
 - ☆ professional exchange program
 - ☆ career placement service
- ★ opportunities to contribute to a growing professional organization through the membership resources directory

APPLICATION FOR MEMBERSHIP

Name: Mr. Ms. Dr.

* Home Address _____ No. _____ Street _____

City _____ State _____ Zip _____ Phone () _____

Name of College/University _____

* College/University Address _____ No. _____ City _____ State _____ Zip _____

Current position/title _____

* Send mail to Dues are \$25 per year (which includes \$8 subscription to the Newsletter & the Journal of College Reading and Learning) New Renewal

Date _____ Signature _____ Total enclosed \$ _____

Please make check payable to W.C.R.L.A. and mail to: WCRLA, P.O. Box 4576, Whittier, CA 90607
Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT OF AN INTERNATIONAL MONEY ORDER

WC RLA Minutes
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**WCRLA OFFICERS
1988-1989**

PRESIDENT
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CAPS
Zimmerman Library
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Albuquerque, NM 87131

PRESIDENT-ELECT
Becky Patterson
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Anchorage, AK 99508

SECRETARY
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TREASURER
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P.O. Box 20500
El Paso, TX 79998

NEWSLETTER EDITOR
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115 Spencer W.
Kimball Tower
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COORDINATOR OF STATE DIRECTORS
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San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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Department of Education
University of Northern Colorado
Greeley, CO 80639

Vincent Orlando
Reading Department
Metropolitan State College
1006 Eleventh Street
Box 17
Denver, CO 80204

CONFERENCE SITE CHAIRPERSON
Wes Brown
Learning Center, L12150
California State University
Hayward, CA 94542

COORDINATOR OF SPECIAL INTEREST GROUPS
Tom Gier
Anchorage Community College
2533 Providence Avenue
Anchorage, AK 99508-4670

**JOURNAL OF COLLEGE READING AND LEARNING
(formerly WCRLA Annual Conference Proceedings)**

Library Subscription — 1 year (current year) \$10.00

PREVIOUS VOLUMES

- Fourth (1971) \$ 5.00
- Fifth (1972) \$ 5.00
- Sixth (1973) \$ 5.00
- Seventh (1974) \$ 6.00
- Eighth (1975) \$ 7.00
- Ninth (1976) \$ 7.00
- Tenth (1976) \$ 7.00
- Eleventh (1978) \$ 7.00
- Twelfth (1979) \$ 8.00
- Thirteenth (1980) \$ 8.00
- Fourteenth (1981) \$ 8.00
- Fifteenth (1982) \$ 8.00
- Sixteenth (1983) \$ 8.00
- Seventeenth (1984) \$ 12.00
- Eighteenth (1985) \$ 12.00
- Nineteenth (1986) \$ 12.00
- Twentieth (1987) \$ 12.00
- Twenty-first (1988) \$ 12.00
- Package 4th—21st Journal/Proceedings \$110.00

TOTAL \$ _____

Name _____

Address _____

City _____

State _____ Zip _____



**Western
College
Reading &
Learning
Association**

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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills San Diego State University San Diego CA 92182

March 18, 1988

Dr. Bunk Spann
National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608

Dear Bunk:

Based on a survey of our membership, the WCRLA Board of Directors has decided to offer the Journal of Developmental Education and/or Review of Research in Developmental Education at a reduced cost according to the voluntary participation program you have suggested in your correspondence (7-16-87, 2-26-88) with us.

We understand our agreement is for one year only, but we can choose to renew the agreement. We understand members may elect to receive three issues of Volume 12 of JDE for no more than \$13.71 (cost plus 15%). The cost will be reduced according to the sliding scale you presented to the WCRLA Board in July 1987 if the participation rate reaches 45%, 55%, 65% or 75%. If the participation rate is 75% or more, the cost for Volume 12 would be \$12.51 for WCRLA members. The retail price of JDE will be \$17.00 in 1988-1989.

We understand WCRLA members may elect to receive the five issues in the next volume of Review of Research in Developmental Education at a maximum cost of \$7.05, if 35% or less of the membership participates in the subscription program. However, with increased participation rates, the price would decrease according to the sliding scale you presented. With a 75% or more participation rate, the cost would be \$6.30 for one year of RRIDE. The retail price of RRIDE will be \$9.50 in 1988-1989.

We also understand members might subscribe to both publications, but for the purposes of determining our participation rate, the subscriptions will be counted separately.

To mail issues to our members, we understand you will need mailing labels in zip code order and coded with a J (JDE), R (RRIDE), or B (Both) eight times during the year. You will contact Hal McCune at Oxford Mailing Service (c/o WCRLA, P.O. Box 4578, Whittier, CA 90697) in advance of when you need each set of labels. He will be directed by the WCRLA President or President-Elect to send them to you at WCRLA's cost. These

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READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

labels are to be used only for mailing subscriptions to members.

WCRLA will calculate our participation rate based on an average of our pre and post annual conference membership. We will invoice our members. You will receive payment from WCRLA on an annual basis, after the subscription cut off date of May 31, 1988.

If new WCRLA members (who join after May 31, but before the end of this one year agreement) choose to participate in the subscription program this year, we understand you will send them complementary copies of the journal(s) of their choice.

WCRLA members who do not receive the publications they expect after having their payment verified will be referred to the National Center for Developmental Education about the matter in order to receive a refund or credit.

WCRLA will supply, by the deadline for each issue, the Journal of Developmental Education with information items (not advertisements) about WCRLA for a "WCRLA News" column.

I am pleased we are able to offer this new benefit to our members, and I hope this will be year one of our continued cooperation.

Sincerely,

Gwyn Enright
President

cc Barbara Calderwood, Managing Editor
WCRLA Board of Directors
Gene Kerstiens, WCRLA Past President
and RRIDE Editor

Supplemental Subscription Offer for Members Only

Expand your professional reading! In addition to the WCRLA Newsletter and the Journal of College Reading and Learning, which you already receive as a WCRLA member in good standing, now you can subscribe to additional publications at a discounted rate.

If you would like to receive the Journal of Developmental Education beginning in July 1988 for one year (three issues), Review of Research in Developmental Education for one year (five issues), or both these journals, fill out the order form below. Mail it to WCRLA, P. O. Box 4576, Whittier, California 90607 by the deadline: May 31, 1988. Since the cost will depend on how many WCRLA members elect to subscribe to these publications, a maximum and a minimum price is provided below. You will be billed by WCRLA for the exact price.

Return to WCRLA, P.O. Box 4576, Whittier, California 90607
by May 31, 1988

- I would like to receive the Journal of Developmental Education. The regular subscription rate for 1988-1989 will be \$17.00
My maximum cost: \$13.71 My minimum cost: \$12.51
- I would like to receive Review of Research in Developmental Education. The regular subscription rate for 1988-1989 will be \$9.50.
My maximum cost: \$7.05 My minimum cost: \$6.30
- I would like to receive both the Journal of Developmental Education and Review of Research in Education. The regular subscription rate for both publications would be \$26.50.
My maximum cost: \$20.75 My minimum cost: \$18.80

I will expect to be billed by WCRLA for my subscriptions, and I will look forward to receiving them at the same address I gave for my WCRLA membership.

Name (Please print)

Signature

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Duties of the Coordinator of State/Regional Directors

As out-going president:

February

1. Check with the current coordinator of State Directors for recommendations of new State Regional Directors to appoint and for confirmations of continuing State/Regional Directors to reappoint.
2. Write letters of appointment to new State/Regional Directors:
 - a. Ask them to send you the name and address of an administrator at their school if they wish to send a letter of acknowledgement.
 - b. Invite (strongly encourage) them to attend the State/Regional Directors' meetings at the upcoming conference to facilitate the transition between current and new State/Regional Directors.

for the conference

3. Assist the current Coordinator of State/Regional Directors in planning the State/Regional Directors workshop.

at the conference

4. Attend State/Regional Directors' meetings at the annual conference.

As Coordinator of State/Regional Directors (Past-President):

5. Remind Secretary to send summaries of Board meetings to State/Regional Directors.

right after conference

6. Contact the WCRLA Mailing Service to have an updated list of members ~~and~~ labels in zip code order sent to you. Mail the relevant list to each State/Regional Director as soon as possible.

April/May

7. Write letters to non-continuing State/Regional Directors, thanking them for their services and asking that they forward their WCRLA materials and records to their successors.
8. Write letters of acknowledgement to institutional administrators designated by new State/Regional Directors.

by Mid-May

9. Send an initial "group letter" to all State/Regional Directors:
 - a. Include any follow-up information from recent conference.
 - b. Checklist of materials and supplies they should have on hand (acquired from predecessor or request extras from you).
 - c. Suggest they start making plans for fall mini-conference now.
 - d. Tell them they should have received (or will) updated mailing lists and summaries of minutes.
 - e. Mention budget and reimbursement procedures.
 - f. Send them lists of any members who have indicated on Membership Resources Form a willingness to help with state/regional activities (or do this in second letter).
 - g. Remind them to send you (and the Newsletter) copies of agenda and news from state mini-conferences, etc.

late August

10. Send a second updated membership list or labels to all State/Regional Directors the first week in September.

early
September

11. Remind Secretary to send summaries from Summer/Fall Board meeting to State/Regional Directors. Remind President-Elect to send extras of conference mailings to State/Regional Directors to be used in recruiting new members.
12. Work with Program Chair and Conference Manager to arrange for State/Regional Directors' workshop and luncheon and state/regional meetings at the annual conference.
13. Send a second "group letter" to all State/Regional Directors:
 - a. Highlight early conference information and any other important news/issues from the Summer/Fall Board meeting.
 - b. Tell them to send new membership recruitment letters, now.
 - c. Tell them to contact non-renewals when

- they receive their updated mailing list.
- d. Remind them of membership benefits.
 - e. Ask for news of their fall meetings.
 - f. Remind them that they can request additional updated mailing lists (or labels) if needed during the year, but that cost will come from their budget.

late December/
early January

- 14. Send a third "group letter:"
 - a. Ask them about availability/recommendations for next year's State/Regional Directors' appointment. Enclose self-addressed postcard for prompt response.
 - b. Remind them of February 1, deadline for annual report.
 - c. Request items for State/Regional Directors' meeting agenda at the conference, and issues for Board agenda, too.
- 15. Request one complete updated membership list from WCRLA Mailing Service to represent the membership as of December 31 and to be mailed to you in early January. This will give you the information to report the year's base membership count in various state/regions to the Board at the annual conference. It will also provide the figure for determining a quorum of the Association, should that be needed at the annual conference.

early
February

- 16.
 - a. Contact members whom you wish to appoint as State/Regional Directors for the coming year. Request recommendations from outgoing State/Regional Directors, consult Membership Resources Forms, etc.
 - b. Write letters to prospective State/Regional Directors:
 - 1. Ask if they are interested in serving.
 - 2. Enclose a copy of the State/Regional Director's job description.
 - 3. Ask them to respond in writing within a given deadline (self-addressed postcards facilitate this process).
 - 4. Ask them to send you their home and office addresses and phone numbers.

early February

- c. Send recommendations for next year's State/Regional Directors' appointments to current President. Send items for Board agenda, too.
- d. Prepare a list of names, addresses, and phone numbers of all appointed State/Regional Directors and distribute this list to WCRLA Board members, the Newsletter editor, other State/Regional Directors, and the WCRLA Mailing Service.

late February

17. Send a fourth "group letter":
 - a. Ask for annual reports if not yet received.
 - b. Finalize meeting times for State/Regional Directors at conference.
 - c. Enclose a self-addressed postcard to indicate if State/Regional Directors will be there or who substitute will be.
 - d. Mention some agenda items for the meetings.
 - e. Final request for reimbursement of expenses on this year's budget must be in by May 31.
 - f. Save and transfer your materials to your successor.
18. Contact the President and brief him or her on the State/Regional Directors workshop planned for the conference. Arrange for current and recent Board members to attend state/regional meetings at annual conference to represent the Board and act as resource persons re: Association issues. .

at the conference

19. Conduct State/Regional Directors' meeting/workshop:
 - a. Summarize state/regional annual reports,
 - b. Summarize items from pre-conference Board meetings.
 - c. Suggest agenda items for their state/regional meetings.
 - d. Ask for their evaluations, recommendations.
20. Coordinate State/Regional Directors' meeting with WCRLA Board.

after the conference

21. Assemble files and transfer to next Coordinator of State Directors.
22. Breathe a sigh of relief and fade away...before moving into the role of Conference Site-Selection Chairperson!

Periodically as needed:

as needed 24. Serve as advisor to current President.

Province changed to Regional, April 1987
Revised March 1988

DUTIES OF THE JCRL EDITOR

Annually until May 1	Solicit manuscripts for possible publication in <u>JCRL</u>
May 1 - September 1	Distribute manuscripts for review, editing to assistant editors Correspond with authors as needed regarding content of articles Write acceptance/rejection letters to authors Correspond with editor of "other" articles (other than those presented at conference) for incorporation of those articles into <u>JCRL</u> Proofread and compile entire volume Write front and end pages, index articles and arrange order for presentation to printer
September - December	Proofread first galleys and blue line of volume Consult with Executive Editor on overall design and length Correspond with President-elect regarding convention (keynote speakers, letter to presenters, cover sheet, editorial luncheon)
January - March	Select new editors and/or reappoint current editors Chair the Editorial Advisory Board and preside at the editorial luncheon
Throughout Year	Write the articles for Newsletter

DUTIES OF JCRL EXECUTIVE EDITOR

Until May	Solicit advertisers interested in placing ads in JCRL
May - September	Select printer with reasonable bid Prepare JCRL budget for Summer Board Meeting
September - December	Correspond with Oxford Mailing Service regarding complimentary copies, expected completion date Consult with JCRL Editor on cover design and length of volume
December - March	Place ads for new <u>JCRL</u> volume and for library sets of past volumes Arrange for shipping <u>JCRL</u> to Oxford Mailing Prepare annual report to WCRLA Board of Directors
Throughout Year	Authorize payment of <u>JCRL</u> related expenses Authorize complementary copies of <u>JCRL</u> for increased exposure of the journal

Revised March 1988

WCRLA Elections Committee Chairperson

JOB DESCRIPTION

PRE-CONFERENCE

- October: By this time, President should have appointed new Chair who, ideally, should be the same Past-president who served as a member of the committee the previous year.
- November: Check upcoming Newsletter deadlines, and write a brief article encouraging suggestions for nominations and informing members of the open meeting at the conference. There are usually few, if any, responses to this article, but at least all members will have been invited to submit nominations if they wish.
- January: (1) Work with the President-elect/Program Chair to schedule at least two committee meetings at the annual conference. Try to avoid times when State Directors and/or the Board meet because of scheduling conflicts with prospective committee members. Typically, the first of these meetings is not listed in the conference program and is for committee members to set ground rules, make tentative procedural plans, etc. The second meeting should be set toward the end of the conference at a time when conflicts are few, so that the first half-hour may be listed in the conference program as an open meeting for members to make suggestions for nominations. The second part of this meeting, which is closed to all but committee members, lasts as long as necessary to develop a prioritized list of candidates.
- (2) Begin to select committee members and secure Presidential approval of committee composition. NOTE: The By-laws are presently silent on the composition of the committee, except to indicate the inclusion of a Past-president who can take over the chairpersonship in the following year. Most recent committees have had 5 or 6 members including the Chair. Factors such as geographic location, 2-yr./4-yr. college, ethnicity, sex, length of WCRLA membership, service to the association and familiarity with its membership can be considered in assembling a representative committee. However, try to avoid appointing someone to the committee who is a likely candidate for office since that person would have to resign from the committee at the moment his/her name was considered for nomination.
- February: Remind President that a brief introduction of Election Committee members should be included on agenda of first general session.

DURING THE CONFERENCE

- (1) Make final arrangements with President to introduce the Elections Committee members at the first general session.
- (2) The initial committee meeting should include a discussion of the ways in which the committee will work, particularly stressing the confidential nature of the work and that, while talking to various members to ascertain their interest in running for office, committee members should make it clear that these are initial inquiries only and that any actual offer of nomination will ultimately be made by the chair after the committee deliberates. A very initial list of possible candidates might also be "brainstormed" at this meeting just to begin to get as many names as possible for ultimate consideration.
- (3) The second meeting should be "open" for a half-hour as indicated in the conference program to hear from any members who wish to suggest nominees. The confidential session follows at which priority lists for nominees are developed. The committee should strive to develop as long a list of truly acceptable potential nominees as possible and should leave the chair with some general guidelines for developing as balanced a slate as possible depending upon which potential nominees accept/reject candidacy as the chair proceeds through the prioritized lists after the conference.

POST-CONFERENCE

- April: Obtain from the WCRLA Mailing Service an updated membership list with names, addresses, phone numbers (home and work) for those on priority lists.
- April-Oct.: Contact potential candidates in priority order, provide those considering nomination with job description information and updated copy of By-laws, and obtain written consent from those candidates who agree to run for office.
- May: Respond to request from President to prepare and submit a budget request for the next fiscal year prior to the Board's summer meeting.
- Oct. 1 or earlier: Submit to the Board for approval a slate containing two candidates for each elective office and the Elections Committee Report. When approved, notify candidates and request information and photos for the election mailing.
- October: Send a copy of this job description to the next Elections Committee chairperson so that he/she can begin pre-conference preparations for selecting the next slate of candidates.

It is also helpful to update and send copies of two items from the Elections Committee notebook: the list of winning/losing candidates in recent elections and the list of members of past Elections committees.

Nov.-Dec.: Prepare ballot, candidate information brochure, and return envelopes, and arrange for printing. (Check with WCRLA Mailing Service for estimate of number needed and forewarn them that a complete set of mailing labels will be needed on Dec. 15.)

Dec. 15: WCRLA Mailing Service prepares and sends an updated set of mailing labels to the Elections Committee Chair, keeping in mind holiday addresses and mail delays. Arrangements are made to update the list, if necessary, with a phone call in early January so that all members as of Dec. 31 will actually receive ballots. (There are usually 3 or 4 new names plus a few address changes.)

On or before

January 15: Elections Committee Chair mails ballots for return by Feb. 15. A final letter to candidates advises them of dates for mailing, return, and counting of ballots - and that they will be notified of results by WCRLA President. Candidates for President-elect are also advised to begin thinking of a conference theme so that, if elected, they can work quickly with the next on-site conference manager to prepare a one page publicity flyer to be distributed at the preceding (upcoming) conference.

Feb. 15+: If sufficient envelopes are returned to constitute a quorum (10% of the membership as of Dec. 31), all ballots received on or before February 15 are counted by the Committee Chair and at least two other WCRLA members in the Chair's locale. Inform the President of the election results by phone and send the counted ballots to the President who will hold them, unopened, through the installation of officers at the annual conference. If there is a challenge to the election results, the President will open the ballots and order a re-count.

President announces the results to the candidates. Remind President to (1) invite new officers to all pre-conference and conference Board meetings, (2) send new officers a complete set of minutes from the Board meetings of the most recent year in order to prepare them for these meetings, and (3) put new President-elect in touch with the next year's conference on-site manager to begin working on a promotional conference flyer.

March/April: The out-going Chair prepares an article for the post-conference Newsletter announcing the election results, updates the Elections Chair's job description if necessary, and updates the Elections notebook before passing it on to the incoming Chair.

RELAX! This is really the last official responsibility of WCRLA Past-, Past-, Past- Presidents!

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment
Page 3 of 3

DUTIES OF AWARDS COMMITTEE:

1. Form a committee to review awards (3-4 people). The president will have names of possible candidates. Selecting one or two people from your region is advisable.
2. Assume responsibility for disseminating information regarding WCRLA scholarships and awards.
 - a. Write an article for each Newsletter including specific information about the awards. Put application for the scholarship in the summer Newsletter. In the fall Newsletter solicit nominations for the Long and Outstanding Service award.
 - b. Make the scholarship application form available at the annual conference too as well as the information regarding nominations for the Long and Outstanding Service Award.
3. On an annual basis recommend recipients for award(s) and scholarship(s). When you receive applications and/or nominations, distribute them to your committee with the appropriate evaluation form(s). When evaluating scholarship applications, request certification of the selected recipient's enrollment in a graduate program. Collect information from the committee and make recommendations to the Executive Board for all awards at least one month prior to the conference. The president will announce awards during the annual conference.
4. After a person is awarded the scholarship, suggest the awardee report on his/her progress towards degree completion. If a person is awarded a grant to do research, request the awardee report his/her progress and final results as well.
5. Award plaques for Long and Outstanding Service and for the outgoing president need to be purchased. Coordinate the Long and Outstanding Service plaque with the president and the outgoing president's plaque with the past president. Have plaques prepared in advance; bring them to the Spring Conference.
6. Coordinate any scholarship or award fund raising activities to take place at the annual conference with the On Site Conference Manager or his/her designee. Activities should be both profitable and appropriate.
7. Request a projected budget prior to July 1 since the annual budget is established at the Summer/Fall Board meeting. The cost of the two should be submitted at about \$35.00 each. Include some estimates for supplies above and beyond what your institution can provide.

Tulane

Educational Resource Center
128 Gibson Hall
Tulane University
New Orleans, Louisiana 70118
(504) 865-5113

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment Q
Page 1 of 2

TO: WCRLA Board of Directors

FROM: Karen Smith, Archivist *K. Smith*

RE: Progress Report

DATE: March 18, 1988

Last summer I submitted a funding request for 87-88 for \$348 (see attached) in order to purchase another file cabinet and filing supplies. If that amount was approved, it has not been spent yet.

As you know, I have recently moved from New Mexico to Louisiana, and the WCRLA Archives are still residing at New Mexico State University.

I need the Board's approval.

- 1.) to ship the boxes of records and the file cabinet to Tulane and
- 2.) to purchase the second file cabinet and supplies identified on the attached funding request.

The costs identified on the funding request were through NMSU's discount and I have not secured information on costs here, but I assume that they should be similar.

RECEIVED MAR 22 1988

WCRLA FUNDING REQUEST

Name of Committee/SIG/task force, etc. Archives

Total amount of request \$348.60

Date needed 8/87

Funds to cover from 7/87 to 6/88

Statement of purpose for funding request The four-drawer file cabinet used for the archives is completely filled. Files and photographs on a table would fill another file drawer. A second file cabinet is an absolute necessity now, and it will be needed even more as materials are collected this year and in the future.

Attach additional explanation if necessary.

Itemize projected expenses and timeline:

<u>Item</u>	<u>Amount</u>	<u>Date</u>
1. File cabinet (5 drawer w/lock)	\$236.47	8/87
2. Drawer frames (\$10.38 + 15%)	11.94	8/87
3. Hanging folders (5 boxes w/ 25 per box @\$7.22 + 15%)	41.52	8/87
4. File folders (2 boxes @\$3.77 + 15%)	8.69	8/87
5. Miscellaneous (labels, display, etc.)	50.00	?
Name <u>Karen G. Smith</u>	<u>\$348.60</u>	

Mailing Address New Mexico State University
Box 5278
Las Cruces, NM 88003

Day Phone (505) 646-3136 Home Phone (505) 524-8107

The budget for WCRLA is approved by the Board of Directors each year at the Summer Board meeting. Funding requests should be submitted to the President by June 30th to be considered for inclusion in the 1987-1988 budget.

**PRELIMINARY WCRLA PROFESSIONAL PRESENTATION/
PUBLIC RELATIONS POLICY**
Proposal

3/15/88

J. Carter-Wells
(as per request
from G. Enright)

PURPOSE/NEED : To develop a professional "look" and method of presentation for all ~~communications~~ and/or organizational documents; this professional presentation policy would be a complement of a focused and more formal public relations policy.

*official
WCRLA
business*

- PROCESS:** *Be acquainted with the*
- 1). ~~Reassess~~ organizational goals and related public relations goals.
 - 2). Identify key concepts/terms that epitomize goals /future directions.
 - 3). Identify those written communication needs or organizational documents and link with overall public relations goals.
 - 4). Identify audience receiving these documents or communication sent out by organizational representatives (officers, state directors, SIG leaders, etc.).
 - 5). Design organizational look based on 1-4 and review with members and officers.
 - 6). Develop formal policy for professional presentation by the organizational representatives that becomes part of duties/responsibilities statement.
 - 7). Provide camera-ready logos and mastheads for these same representatives for their communication needs.

TIME FRAME: The total process should not take more than one year and needs to be incorporated into the larger organizational framework of a public relations policy.

Marketing Plan for WCRLA

To continue as a sophisticated, viable organization, WCRLA must find ways to increase income. A key to increased income is increased membership which could also enhance the overall quality of membership advantages.

In order to increase membership, several steps need to be taken. Consider the following:

I. Suggestions for Membership Growth

A. On-going means

1. Identify more states in which sufficient membership (7-8 members) warrants appointment of state director and official recognition as a member state
 - a. Illinois } qualify, 1985-86
 - b. New York }
2. Strongly encourage all states/regions to hold Fall/Winter meetings/conferences on an annual basis; when conferences are co-sponsored with other regional organizations, reserve the opportunity to describe WCRLA and solicit membership.
3. Advertise WCRLA throughout the year as well as the WCRLA annual conference.
 - a. WCRLA advertisement (organization)
 - 1) Journal of Reading
 - 2)
 - 3)
 - b. Annual conference advertisement
 - 1) Journal of Reading
 - 2) Journal of Developmental Education
 - 3) Chronicle of Higher Education (free listing)
 - 4) Reading Today (free listing)
 - 5)
4. Increase advantages of membership
 - a. Provide greater opportunity and enticement to publish -- increase the number of volumes of the Journal of College Reading and Learning.
 - 1) Solicit papers with regular conference mailings
 - 2) Send letter of solicitation to others at least once a year, perhaps to major universities, etc.
 - b. Stimulate greater interest in application for scholarship/research grants; grant at least 2 @ \$500 a year.
 - 1) Solicit through separate mailing in addition to newsletter solicitation.
 - 2) For research grants, upon completion of project/study, request proposal for presentation at the annual conference; if selected as a presenter, provide the following:
 - a) Complimentary registration to that annual conference as well as luncheon and banquet tickets.
 - b) Travel allotment of \$50 if traveling 100 or more miles to the conference.

- Page 2 -

- B. Special means (1-2 years) to increase membership
1. Approach appropriate foundation(s) to fund two regional conferences a year for one or two years in areas of greatest potential growth. Regional conferences would be held in addition to the annual WCRLA conferences.
 - a. Attain grant for organizational development; agree to use funds in ways specified to reach stated goals.
 - b. Request \$15,000 per conference (30K per year) plus overhead to help support the conference; use overhead for such activities as the following:
 - 1) Buy down rooms.
 - 2) Award scholarship(s)/research grant(s) at each regional conference.
 - 3) Buy down/eliminate typical registration fees.
 - 4) Arrange for charter flights.
 - 5) Provide grants/stipends for papers presented if submitted and accepted by the JCRL.
 - 6) Contract nationally renowned speaker(s) to keynote at regional conferences.
 - c. Possible target areas: Chicago, New Orleans, Miami, Nashville, Madison.

II Suggestions for on-going means to increase income in addition to increased membership: sell advertising space in the Newsletter and Journal of College Reading and Learning.

- A. Prepare statement about WCRLA and price lists for both publications; include dates for forthcoming issues; send information to all appropriate publishing houses.
- B. Sell advertising space in the WCRLA Conference Program in the same manner suggested for the Newsletter and the JCRL.
- C. Appoint two members as advertising chairs, one for the Newsletter and one for the JCRL (WCRLA Presidential appointments); President-elect/program chair would appoint a member to handle program advertisement or make it a charge of the exhibitors chair.

STUDENT SUCCESS STRATEGIES

February 1988

FACILITATORS' GUIDE

Part I: Group Process and Development Concepts

developed and presented by Vicki Willis and Connie Green

Note: These materials have been compiled from a variety of sources and are used in organizational development activities and training at Chemeketa Community College. In particular, we are indebted to Vernon S. C. Ho, who has served as a consultant to Chemeketa's organizational development effort. We are making them available to facilitator volunteers for use at the Student Success Strategies conference. We hope they will be informative and helpful.

LISTENING WELL

Although listening is perhaps the single most critical skill in working effectively with others, most of us do not listen well.

"OUT TO LUNCH" LISTENING: This is the non-listening mode. You are tuned in to your inner dialogue, and you do not hear what others are saying. In spite of this, you may appear to be paying attention by smiling, nodding, etc.

"ALREADY" LISTENING: This is a pre-judgemental form of listening in which you have already decided what you are going to hear based on your assumptions about the person speaking ("he's brilliant", "Oh, here we go again... same old story"), the words used, ("participatory management") or status and positional relationships ("What can she know, she's just a secretary.")

LISTENING FOR IMPOSSIBILITY: This is another form of pre-judgemental listening in which you lie in wait for the first remark that you can refute or discard, and thereby discount the validity of the statement being made.

LISTENING FOR RIGHT/WRONG: In this listening mode, you sort the remarks of the speaker into your own pre-conceived categories on the basis of whether or not the statements fit into your picture of how the world works. No real insightful learning can take place when you are listening in this mode, despite your enthusiasm in encountering someone who thinks just as you do, or your irritation in hearing someone whose views are unlike yours.

In the process of working with others, especially if the task involves generating new ideas and thinking creatively, it is important to be conscious of your listening mode and continuously work toward LISTENING FOR POSSIBILITY:

LISTENING FOR POSSIBILITY: This is the only mode of listening in which true insightful learning can take place. In listening for possibility, you suspend judgement long enough to open your mind to the possibilities to be found in the statements of the speaker. Is there a way that the ideas might be possible, might work, might have a useful application?

Thanks to Mark Milleman, who described these levels of listening at the Employee Involvement/Quality Circles conference in Portland, September 18, 1987.

EFFECTIVE GROUP WORK

You may want to use the following as a check list to monitor your team's performance from time to time:

1. Members are aware of the group's purpose and structure.
2. Ideas are separated from person.
3. Members welcome other's contributions.
4. Members speak for themselves.
5. Clarification comes before evaluation.
6. Conflict is viewed as necessary and helpful.
7. Decisions are made actively.
8. The group keeps a record/summary of all meetings.

GROUP PROCESS MODEL 1

Phase 1: Identify group goal, purpose, task(s)

Goals:

- 1) Communicate purpose to all group members
- 2) Achieve clarity of purpose
- 3) Establish basis on which to assess group progress

Phase 2: Establish ground rules, norms, ways to proceed

Goals:

- 1) Explore alternative strategies for accomplishing task
- 2) Communicate and agree on ways to proceed
- 3) Define roles and responsibilities of group members
- 4) Establish a means for staying "on task"
- 5) Establish a means for "controlling" process

Phase 3: Generate ideas, alternatives
EXPANSIVE or DIVERGENT phase

Goals:

- 1) Explore alternatives
- 2) Get everyone's input
- 3) Go beyond the obvious--be creative
- 4) Avoid judgement and evaluation
- 5) Go for quantity--don't censor
- 6) Seek diversity in points of view

Phase 4: Analyze, evaluate ideas and establish priorities
REDUCTIVE or CONVERGENT phase

Goals:

- 1) Clarify and integrate ideas
- 2) Identify and gather needed information
- 3) Decide on criteria for evaluating ideas
- 4) Seek everyone's input
- 5) Identify preferred solutions
- 6) Gain consensus, assure common understanding

GROUP PROCESS MODEL PAGE 2

Phase 5: Develop action plans

Goals:

- 1) Identify what needs to be done
- 2) Identify skills and resources
- 3) Establish individual responsibilities
- 4) Set timelines
- 5) Identify check-in times

Phase 6: Implement action plan

Goals:

- 1) Assure that action gets carried out
- 2) Assess progress at check-in times

Phase 7: Evaluate effectiveness of group in achieving objectives

Goals:

- 1) Recognize accomplishments
- 2) Identify opportunities for improvement
- 3) Assess need for further action
- 4) Learn from the experience

APPROPRIATE USE OF THE COMMUNICATION MODEL

The Communications Model is a tool when working with your team. As a professional leader, you must know when a particular approach is appropriate. This listing and examples are to assist you in determining situations where each communication mode may be useful for you.

Developing Mode

This mode is best used when you want involvement and participation from the team. The exemplifying statement is "I want to use my influence and yours to solve this problem." It is best used when:

- a) The group does not have all the facts and experience required.
"This is my understanding of the problem. May I hear yours?"
- b) A group commitment is required.
"Before we act on this solution, let's poll the team and see how each of us feels about it."
- c) There is a desire for creativity and innovation.
"Could we take ten minutes and brainstorm possible uses for the money?"
- d) There is a potential or the beginning of resistance and conflict.
"Several of you are frowning. Let's check our understanding of this proposal. I'll share mine first if you like."

Controlling Mode

This mode employs a selling approach to communication. The best statement to illustrate it is "I want to have most of the influence." Its best uses are when:

- a) You have the facts and experience to make the best judgement.
"Since I am the only engineer who worked on this project, I'll make the recommendation for the team."
- b) There is an urgency to make a quick decision.
"This is an emergency. Please clear the area immediately."
- c) The issue to be decided is of low priority to the group and there is no need for joint commitment.
"I will re-order a supply of purchase order forms."

Relinquishing Mode

This approach is often used to maintain group harmony. An individual may then compromise for the sake of the group. The sample statement is "I want to give you my influence." Situations where this mode is most appropriate occur when:

- a) The other person has all the facts and experience.
"I'm not as familiar with that model as you are. I thought this was the proper way to remove the cover, but it won't budge. Would you show me how it works?"
- b) The other person is in a high emotional state or disturbed by the problem.
"I can see this is a very sensitive topic for you. I am

willing to discuss it at another time."

- c) The other person is highly motivated on this issue and there is opportunity for him or her to learn from this experience.

"You seem genuinely enthusiastic about this design. Is it okay if we let you draw the preliminary plans?"

- d) Your interest in the issue is highly personal and not work related.

"This has been a special hobby of mine for 10 years. I could go on and on about it, but I realize you have all the information you need to make your decision."

Defending Mode

This is the old survival approach to a problem from pre-historic times. When confronted by a situation beyond an organism's control, it either ran or fought. An illustrative statement is "I want to stay uninvolved." The best uses for this mode are when:

- a) There is a clear desire not to be involved for legal or ethical reasons.

"In order to avoid future litigation and dispute, I will withdraw from participating in this project."

- b) The situation is beyond the person's understanding or frustration level.

"I have no idea what we are trying to do..I'm going to take a short walk before I say something I might regret."

STAGE OF TEAM DEVELOPMENT

Characteristics and Intervention Behaviors

Stage	Characterized By	Helpful Intervention Behaviors
Forming	<ul style="list-style-type: none">• Individuals categorize or pigeonhole one another with outside roles and statuses often determining inside roles.• Group members size up each other and correctly test each other.• Superficial sharing of name and background	<ul style="list-style-type: none">• Provide opportunity for people to get to know each other, i.e. structured get acquainted activities, informal social time.• Discuss and clarify expectations.• Model effective communication skills.
Forming	<ul style="list-style-type: none">• Lack of common goals.• Uncertainty over purpose.• Difficulty in understanding goals and purpose of the group.• A few members may attempt to establish bonds with other members who seem to have similar problems, attitudes and backgrounds.• Mistrust of each other by exhibiting caution and conformity.	<ul style="list-style-type: none">• Determine what each person wants/expects from the group.• Discuss what resources are available in the group.• Shift from leader centered to group centered activities, serve a resource, not as leader.• Involve people in setting goals and priorities.• Encourage cooperative behaviors.• Encourage decision making styles that allow input from all.
Storming	<ul style="list-style-type: none">• Competition among group members.• Increase in disruptive behavior.• Members may attack each other, the leader.• Increase in defensive communication.• Anxiety over expression of affect.• Group wanting leader to assume responsibility.• Projection of blame and responsibility toward the leader.• Some members may come late, not come at all.• Striving to be center of attention.• Frustration over the way the group is going.	<ul style="list-style-type: none">• Examine your own attitudes toward conflict.• Provide support and reassurance.• Point out conflict can be a positive force.• Encourage open expression of feelings.• Don't become more authoritarian.• Utilize effective communication skills and encourage others to do so - active listening, paraphrasing, describing behaviors.• Respond to feelings underlying the group members words.• Pray a lot!

Stage	Characterized By	Helpful Intervention Behaviors
-------	------------------	--------------------------------

Performing	<ul style="list-style-type: none">•More active participation.•Members encourage, help each other.•Constructive confrontation.•Reality testing increases and grows stronger.•Relationships are strengthened.•More sharing of personal life experiences.•Regularity in attendance.•Intensification of elation and excitement; members experience intense joy and pleasure.	<ul style="list-style-type: none">•Help group maintain its skills.•Encourage autonomy in problem solving and decision making.•Encourage people to continue to seek each other for resources.•Expect alternation between working on tasks and working on relationships.
------------	---	---

INTERPERSONAL DYNAMICS IN GROUP PROCESSES

STAGE

ISSUES

INTERVENTIONS

Inclusion
(Norming)

Belonging; Behavior Expectations
What can I expect?
What is expected of me?
How do I fit in?

Task: Create an Atmosphere Where People
Feel They Belong and Know What to Expect
Set up physical environment, seating.
Greet individuals.
Involve each in an action. (nametags, paper)
Verbalize agenda, expectations, ground rules.
Gather pertinent information from members.
Model the behavior you expect.
Set direction: less structure as time goes on.

Control/Development
(Storming, Forming)

Influence; Safety; Relevance to Me
Who is the leader here?
Who has influence?
Who is ultimately responsible?
How will difficulties be dealt with?
Is it safe to be honest?
How will I get my needs met?

Task: Organize for Effective Action; Use
Conflict to Reinforce Norms, Trust, Belonging.
Keep mission and member goals in mind.
Scan group for cues and evolving norms.
Check occasionally on feelings and wants.
Provide for different learning styles.
When conflict occurs:
Avoid Defensiveness. Listen well, restate.
Voice your concern in an I-message.
Call attention to the process--it will change.
Change structure as needed (time, tasks,
exercises, small groups, etc.)
Move physically or verbally as needed.

Affection/Function
(Performing)

Attention to Task Performance
Are we making progress?
Are we using the time well?
Are we satisfied with the product?
Attend to evolving needs and modify
norms if necessary.

Keep mission and priorities in mind.
Model desired behaviors.
Stay current with group feelings and wants;
use knowledge of group to reduce frustrations.
Transfer leadership & responsibility to group
as much as possible.

Closure/Leave-taking

Separation; Transition; Independent
Tasks
Did we really accomplish anything?
What happens now?
Did I really matter?
How do I let this go?

Task: Complete Mission; Prepare for Separation,
Transition, Appreciation
People withdraw before the "end"-be ready.
Be intentional about closure (time, date).
Structure format of product presentation.
Assign transition tasks.
Next meeting: allow transition time and
re-inclusion.

PROBLEM PARTICIPANT PROFILE

WC RLA minutes
 March 21 - 26
 Sacramento, California
 Attachment T
 Page 12 of 30

TYPE	CHARACTERISTICS	INTERVENTIONS
Know-It-All	<p>has a "war story" for every occasion</p> <p>has tried everything before and is pessimistic about it all</p>	<p>Establish in ground rules that "war stories" must be limited.</p> <p>Set a time limit for telling both the story and how it relates to the group task.</p> <p>Ask him/her to analyze what happened in these previous experiences in light of what the group is discussing now.</p>
Big Mouth	<p>non-stop talker</p> <p>rambles on until everybody, including him/her, forgets what the original point was</p>	<p>Interrupt tactfully and summarize the main points; then move on to the next topic.</p> <p>Ask him/her (or another participant) to summarize; then move to next topic.</p> <p>Ask him/her to relate the comments specifically to the topic under discussion.</p>
Fawn	<p>shy, quiet, doesn't talk much</p> <p>has to be drawn into discussion</p> <p>may lack confidence - avoids eye contact, speaks softly</p>	<p>Ask specific questions to get input.</p> <p>Direct questions to this participant to get involvement.</p> <p>Maintain eye contact, ask others to direct attention to shy person when he/she is speaking.</p> <p>Ask opinion of how to apply information.</p>

TYPE	CHARACTERISTICS	INTERVENTIONS
Opponent	<p>challenges everything</p> <p>always has an exception for every situation</p> <p>carries on side conversations</p> <p>makes "editorial" comments on the facilitator's remarks</p>	<p>Seek a point of agreement to weaken the argument.</p> <p>Ask him/her to explain how that perspective relates to the topic under discussion.</p> <p>Physically move behind him/her to focus the group on the "problem area."</p> <p>Ask him/her to share the comments with the group.</p>
Thickskinned	<p>never sees the "other" side</p> <p>is not interested in the topic under discussion</p> <p>is bored/angry about being in group</p>	<p>Appeal to his/her knowledge and experience.</p> <p>Ask how he/she would apply the information under discussion.</p> <p>Draw him/her into discussion by appeals to prior experience.</p>
Snob	<p>feels he/she is more experienced, educated, knowledgeable than others</p>	<p>Ask for input/ideas based on knowledge and experience.</p>
Sly Fox	<p>has knowledge/experience in topic under discussion, possibly in facilitating also</p> <p>wants to be the "star" to his/her peers</p>	<p>Ask for input based on his/her knowledge/experience.</p> <p>Ask for assistance with group facilitation.</p>

TYPE	CHARACTERISTICS	INTERVENTIONS
Sly Fox (continued)	<p>vies with the trainer for "control" of the class</p> <p>tries to "set up" the trainer by asking questions he/she believes the trainer cannot answer</p>	<p>Maintain control through: fairness, consistency, respect for all participants.</p> <p>Admit when you do not know the answer to a participant's question and volunteer to help the participant find the answer.</p>

Additional notes:

- Consider regrouping in smaller numbers (e.g., pairs, dyads) for some parts of the task if your group is persistently dominated by one or two members. Smaller groups can summarize their findings.
- Do regular "process" checks to see how group feels about how the task is being accomplished. Without blaming, identify process problems and ask group for suggestions to resolve them.

STUDENT SUCCESS STRATEGIES

February 1988

FACILITATORS' GUIDE

Part II: Small Group Decision Making

developed and presented by Vicki Willis and Connie Green

Note: These materials have been compiled from a variety of sources and are used in organizational development activities and training at Chemeketa Community College. In particular, we are indebted to Vernon S. C. Ho, who has served as a consultant to Chemeketa's organizational development effort. We are making them available to facilitator volunteers for use at the Student Success Strategies conference. We hope they will be informative and helpful.

GENERAL GUIDELINES FOR PROBLEM SOLVING

PHASE

VARIOUS TECHNIQUES

POTENTIAL PROBLEMS

A. DEFINE THE PROBLEM

1. Generate problem list
2. Select a problem
3. Share perceptions about the problem
4. Clarify perceptions

- * Brainstorming
- * Criteria rating
- * Straight ranking
- * Weighted ranking
- * Voting
- * Consensus
- * STP analysis

Perceptions not fully shared enough to get understanding of the problem

No agreement on the goal or target situation

Difference between current situation and target situation not clearly identified in problem statement

Problem statement is worded with given solution in mind

B. ANALYZE THE PROBLEM

1. Identify contributing forces and causes
2. Gather data on the forces and causes
3. Review the accumulated data
4. Decide which forces and causes to address first
5. Summarize the results

- * Cause and Effect diagram
- * Force-field analysis
- * Data gathering
- * Data summarization- Pareto diagram, graphing

Failure to look at all the possible causes

Failure to consider all the possible barriers

Inadequate data collection

Misreading data collected

C. CREATE SOLUTIONS

1. Generate solutions
2. Identify constraints
3. Remove solutions that violate constraints
4. Gather data on the remaining solutions

- * Brainstorming
- * Census
- * Data gathering

Failure to identify all possible solutions

Choosing "favorite" solution and failing to fully consider other solutions

Evaluating solutions before all solutions have been generated

Failure to identify all the constraints

D. SELECT THE SOLUTION

1. Establish criteria
2. Evaluate all solutions
3. Choose the best solution

- * Criteria rating
- * Consensus
- * Straight ranking
- * Weighted ranking

Failure to obtain agreement on criteria

Individuals force their preference on the group

Feedback from management or other sources not solicited for feasibility

PHASE

VARIOUS TECHNIQUES

POTENTIAL PROBLEMS

E. IMPLEMENT THE SOLUTION

1. Identify the forces
2. Prepare an action plan
3. Develop a system for tracking
4. Design evaluation
5. Implement the solution

- * Force-field analysis
- * Action planning
- * Brainstorming

Implementation plan not specific enough
Failure to develop tracking system

F. EVALUATE SOLUTION

1. Assess success
2. Revise solution

- * Data gathering

Lack of systematic evaluation procedure
Failure to modify solution to experience

* * * * *

PROBLEM DEFINITION

Identifying a problem is the most critical phase of problem solving. It is the foundation for the problem-solving process.

The team define the problem by:

- A. LISTENING WITH AN OPEN MIND
- B. STATE THE PROBLEM IN OBSERVATIONAL TERMS
- C. RELATE THE PROBLEM TO DESIRED OBJECTIVES\
- D. USE OBJECTIVE CRITERIA

Examples of vague problem statements:

- 1. The baby is hungry.
- 2. I didn't get enough sleep.
- 3. Why can't you get to work on time?
- 4. Lack of gasoline.

Examples of specific problem statements:

- 1. The baby is crying.
- 2. I am tired.
- 3. You are late for work.
- 4. The car will not start.

Re-write the following work related problem statements so they are more specific:

- 1. We need another terminal.
- 2. We need to hire another employee.
- 3. File clerks aren't doing their jobs.
- 4. We have a communication problem.

BRAINSTORMING

A common technique for expansive thinking is Brainstorming. It is effective and widely used. The general ground rules:

- a. Creative ideas are encouraged
- b. Evaluation and criticism is withheld until all ideas are listed
- c. Emphasis is on quantity rather than quality of ideas
- d. Hitch-hiking or linking of ideas is encouraged

The four types of Brainstorming:

1) SILENT

Group members take a few minutes to write their own ideas on a card or sheet of paper. They then share them with the group.

2) STRUCTURED

The facilitator asks each member of the group for his or her idea and records it on a flip-chart. When a group member has no more ideas on the topic, he/she passes.

3) UNSTRUCTURED

The facilitator asks the group to give ideas. People respond as they have ideas. All ideas are listed on the flip-chart.

4) IMAGERY

This type of brainstorming encourages using the right side of the brain. Group members are asked to imagine themselves in a certain setting or doing a specific action. They can then continue to develop the images they see. Later they can share their ideas with the group.

Another application is for the group to brainstorm different uses for a common object such as a chair or paper clip. Once these ideas are listed, the group can categorize these ideas and relate them to their current topic.

Brainstorming is a way for us to balance our thinking by stimulating more creative ideas. It is especially useful in the Expansive Phase of decision-making.

FORCE FIELD ANALYSIS

PURPOSE

This analytical technique helps a group to see what forces are acting on their identified issue. Once they can see the driving and restraining forces, they are in a better position to determine which ones to analyze further and what solutions would be most successful.

HOW IT WORKS

First, the team needs to identify its target. What does it want to accomplish? What is the desired outcome?

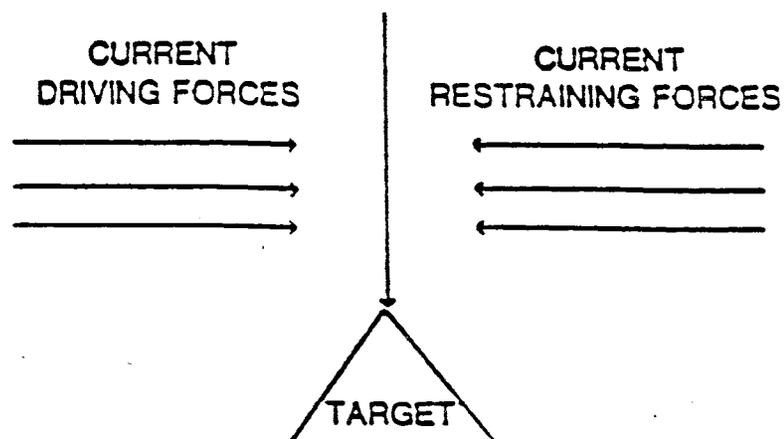
Next it brainstorms all the current driving forces which will push to make the stated target a reality.

Then it brainstorms all the current restraining forces which will keep the stated target from becoming a reality.

Look at the entire Force Field Chart. Determine whether the teams energy should be spent on enhancing major driving forces or removing major restraining forces.

Once the team has selected the area it wants to focus on, it will need to select the forces they see as most critical. They can then verify the accuracy of their perceptions.

At this point, the team may want to use the Ishikawa Diagram to determine the causes of the force (effect), or the Pareto Diagram to study data gathered on the force selected, or STP to explore proposals to reach the desired target.



S

T

P

SITUATION

TARGET

PLAN/PROPOSAL/PATH

WHAT IS

WHAT OUGHT
TO BE

HOW TO GET WHERE YOU
WANT TO BE

REAL

IDEAL

STRATEGY

IS

OUGHT

METHOD

CURRENT
CONDITIONS

GOAL/OBJECTIVE

SOLUTION

CURRENT STATE

IDEAL STATE

WAY

PAST &
PRESENT

FUTURE

TACTICS

BEGINNING

END

MEANS

STARTING
POINT

DESIRED
RESULT

PROBLEM

WANTS

DEVICE

BARRIERS

DESIRES

PROGRAM

HINDRANCES

VISION

ANSWER

CAUSES

MISSION

PURPOSE

WHY THIS PROCESS?

1. IT SEPARATES PROBLEM DEFINITION FROM SOLUTION GENERATION. IT HELPS TO PREVENT PUTTING ENERGY INTO SOLVING A PROBLEM THAT DOES NOT EXIST.
2. IT HELPS TO MAKE SURE THAT THE PROBLEM IS SEEN IN THE SAME WAY BY ALL GROUP MEMBERS.
3. IT STIMULATES CREATIVITY IN CONSIDERING SOLUTIONS BY SEPARATING IDEALIZED TARGETS FROM THE CONSTRAINTS OF WORKABLE PROPOSALS.
4. IT TAPS INTO THE DYNAMIC QUALITY OF GROUPS WHICH CAN EXCEED THE ABILITIES OF ALL OF THE INDIVIDUALS IN THE GROUP.
5. IT PROVIDES A SIMPLE, EASY TO LEARN STRUCTURE WHICH FACILITATES GROUP INTERACTION.

STP PROBLEM-SOLVING

S

1. SITUATION: THE WAY THINGS ARE NOW. INCLUDING:

- FACTS
- OPINIONS
- OBSERVATIONS
- QUANTIFIABLE DATA
- DISCRIPTIONS

T

2. TARGET: WHAT IS DESIRED. IDEALIZED FUTURE STATE.

TARGET STATEMENTS MAY LOOK LIKE:

- GOALS
- AIMS
- ENDS
- OBJECTIVES

P

3. PROPOSALS: WHAT THE GROUP CAN DO TO GET FROM THE CURRENT SITUATION TO THE TARGET. THIS MIGHT INCLUDE:

- PLANS
- STRATEGIES
- PROPOSALS
- MEANS

DEFINING THE PROBLEM

THE MOST CRITICAL PHASE IN THE STP PROCESS IS THE
DEFINITION OF THE PROBLEM!!!

DON'T CONFUSE THE PROBLEM WITH AN ASSUMPTION ABOUT
THE BEST WAY TO SOLVE IT!!!

BE AS DESCRIPTIVE AND SPECIFIC AS POSSIBLE IN DEFINING
THE CURRENT SITUATION!!!

-WHAT DOES IT LOOK LIKE?

-WHAT IS HAPPENING NOW?

EXAMINE AVAILABLE DATA TO DETERMINE THE BEST WAY TO STATE
THE CURRENT SITUATION.

STATE THE CURRENT SITUATION IN A WAY THAT IS AGREEABLE
TO ALL GROUP MEMBERS.

BE OBJECTIVE WHEN POSSIBLE, BUT DON'T EXCLUDE PERSONAL
OPINIONS; THEY ARE DATA, TOO!! THE MORE STRONG THE GROUP
CONSENSUS ON SUBJECTIVE ISSUES, THE MORE POWERFUL THE DATA.

ENVISIONING THE TARGET

1. BE CREATIVE!!!
2. DON'T CONSIDER RESTRAINTS AT THIS PHASE!!!
3. GENERATE AS MANY IDEAS AS POSSIBLE!!!
4. STATE TARGETS IN TERMS OF AN END STATE, NOT A MEANS OF ARRIVING AT THAT STATE!!!
5. DON'T SPEND TIME EVALUATING TARGETS, JUST GET THE IDEAS DOWN!!!
6. ANSWER QUESTIONS LIKE:
 - WHAT WOULD IT LOOK LIKE?
 - HOW WOULD IT WORK?
 - HOW WOULD IT BE DIFFERENT FROM THE CURRENT SITUATION?

DEVELOPING PROPOSALS

1. EVALUATE TARGET SITUATIONS IN TERMS OF THE DEGREE TO WHICH THE PROBLEM IN THE STATEMENT OF THE CURRENT SITUATION HAS BEEN ADDRESSED.
2. PRIORITIZE TARGETS IN TERMS OF WHICH BEST DEALS WITH THE PROBLEM IN THE CURRENT SITUATION.
3. BRAINSTORM POSSIBLE PROCESSES FOR GETTING FROM CURRENT SITUATION TO TARGET.
4. IDENTIFY FORCES WHICH MIGHT HELP OR HINDER EACH PROCESS PROPOSAL IF IT WERE IMPLEMENTED.
5. IDENTIFY PROCESSES WITH GREATEST POSSIBILITY OF SUCCESS WHICH WOULD LEAD TO THE TARGET SITUATION.
6. PRIORITIZE PROPOSALS BASED ON CHANCES OF SUCCESS AND ABILITY TO ADDRESS THE PROBLEM (MOVE US FROM THE CURRENT SITUATION TO THE TARGET SITUATION).

STP WORKSHEET

SITUATION	IDENTIFY PROBLEM AREA
	DEFINE SITUATION
	IDENTIFY CAUSES
TARGET	IDENTIFY TARGETS/ GOALS/OBJECTIVES
PROPOSAL/PLAN	IDENTIFY ALTERNATIVE SOLUTIONS
	EVALUATE SOLUTIONS
	IDENTIFY ACTION PLANS: <u>WHO</u> DOES <u>WHAT</u> BY <u>WHEN</u>

ACTION PLAN

PURPOSE

Once your group has selected a solution, it should develop a plan of implementation, or an action plan.

This plan clearly defines what is to be done, when, how, who is to do what, and the time line for completion. It will form the basic framework for you to keep track of your progress, and can serve as a basis for your presentation.

COMPONENTS OF AN ACTION PLAN

1. DESIRED OUTCOME
 - a. Describe the desired outcome; what does it look like?
2. NECESSARY ACTIONS
 - a. Identify specific behavior to produce the desired outcomes.
3. PERSON RESPONSIBLE
 - a. List responsible person or group for coordinating the specified action. Include a flow chart to track who should be picking up the ball next.
4. SCHEDULE
 - a. Establish a monthly time line, or a time line that is based on when the critical outcomes are expected.
5. PROGRESS CHECK/EVALUATION
 - a. Did we solve the problem?
 - b. How do we know?
 - c. Refer to previous data collection.
6. NECESSARY RESOURCES REQUIRED
 - a. Identify resources required, and the results that are expected for each outlay.

Vern Ho and Associates
10/21/87

WESTERN COLLEGE READING AND LEARNING ASSOCIATION
Plenary Session
March 24, 1988 - Sacramento

Issue or
Topic: _____

Names of WCRLA members participating in the group:

Summary of discussion:

Recommended action:

Thank-you from the WCRLA Board of Directors, 1987-1988

**WESTERN COLLEGE READING
AND
LEARNING ASSOCIATION**

A PROPOSAL

**"RECOMMENDATIONS FOR
NATIONAL TUTOR
CERTIFICATION"**

PRESENTED
BY

TOM GIER

PEER TUTORING SIG LEADER
UNIVERSITY OF ALASKA ANCHORAGE
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99508-4670

RECEIVED MAR 23 1988

A BRIEF BACKGROUND

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of The Tutoring Exchange. Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from club members has led to the three page document titled "Recommendations For National Tutor Certification." (See attachment.)

RECOMMENDATIONS

After having spent two years working on the attached proposal, I believe that the WCRLA Board should take one of the following two actions concerning establishing national tutor certification through WCRLA:

1) form a committee headed by a Board member to examine any issues and ramifications that the Board believes that this recommendation does not address or address adequately;

or

2) table the recommendation until a future date.

In my opinion, after having worked with numerous tutoring experts from around the country and having researched what little had been done in this area of national tutor certification in the past, I firmly believe that this recommendation is a very viable base from which to build a national tutor certification program. If the Board chooses to form a committee to continue to work on this proposal I would be willing to volunteer my services.

RECOMMENDATIONS FOR NATIONAL TUTOR CERTIFICATION

I. REGULAR/LEVEL 1

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Ten hours of tutor training
2. a quarter/semester tutor training course
3. a quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Definition of tutoring and tutor responsibilities
2. Techniques for successfully beginning and ending a tutor session
3. Some basic Tutoring Do's
 - a. Do give the client/tutee your undivided attention
 - b. Do comment positively on the client/tutee' progress/work
 - c. Do get the client/tutee involved as much as possible in the decision making aspects of the session
 - d. etc.
4. Some basic Tutoring Don'ts
 - a. Don't do the client/tutee's work
 - b. Don't "fake" answer if you don't know
 - c. Don't monopolize the conversation; listen as well as talk
 - d. etc.
5. Role Playing
6. Setting Goals/Planning
7. Communication Skills
8. Referral Skills
9. Study Skills
10. Critical Thinking Skills
11. Compliance with the Ethics and Philosophy of Tutor Training Program

D. AMOUNT OF TUTORING

25 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

II. ADVANCED/LEVEL 2

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Twenty hours of tutor training
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Cultural Awareness
2. Learning Styles
3. Tutoring in specific skill/subject areas
4. Training in the Socratic Method
5. Record Keeping/Documentation
6. Review of tutor training areas from Level 1, part C
7. etc.

D. AMOUNT OF TUTORING

50 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

III. MASTER/LEVEL 3

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Fifty hours of tutor training
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Assertiveness training
2. How to tutor/deal with Target Populations
3. How to administer and interpret a Learning Style Inventory
4. Training and supervising other tutors (supervisory skills)
5. Group management skills
 - a. group interaction
 - b. group dynamics
6. Review of tutor training areas from Level 1, part C
7. etc.

D. AMOUNT OF TUTORING

100 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

PURPOSE and PROCEDURES

The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from a nationally recognized group, WCRLA, or from a joint group, WCRLA/ACCTLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful. How would this certification work?

Once the standards and requirements are established and approved by the appropriate board(s), then the following steps need to be taken by any institution that wants to issue tutoring certificates:

- 1) designate one individual per institution who will act as liaison between the WCRLA, or WCRLA/ACCTLA, Tutoring Certification Committee and that institution;
- 2) the designated individual will then provide documentation concerning how his/her institution's tutor training meets the training criteria outlined by the Tutoring Certification Committee;
- 3) the documentation concerning an institution's tutor training will remain on file with the Tutoring Certification Committee; and
- 4) once the Tutoring Certification Committee has certified an institution and designated an individual who will act as liaison, then the appropriate number and type of tutoring certificates will be issued to that institution.

WESTERN COLLEGE READING
and
LEARNING ASSOCIATION

**"SPECIAL INTEREST GROUP
COORDINATOR'S ANNUAL REPORT:
1987-88"**

by

TOM GIER
SPECIAL INTEREST GROUP COORDINATOR
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99500-4670

RECEIVED MAR 23 1988

The following is a current listing of the eight active SIGs, their leaders, and mailing addresses as of 1 March 1988.

COGNITIVE PSYCHOLOGY

Pat Mulcahy
Center for Research
in Human Learning
Elliott 318
University of Minnesota
Minneapolis, MN 55455

COMPUTER TECHNOLOGY

Bill Broderick
32405 Windsong Rd
Wildomar, CA 92395

CRITICAL THINKING AND PROBLEM SOLVING

Jerry Fishman
English Department
Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822

HISPANIC ASSISTANCE

Manuel Olgin
Learning Assistance Center
California State University, Fresno
Fresno, CA 93740

LEARNING ASSISTANCE CENTER MANAGEMENT

Deborah Weaver
North Lake College
5001 N. MacArthur Blvd
Irving, Texas 75038

LEARNING DISABLED STUDENT

Mary Lee Taylor
Amarillo College
Box 447
Amarillo, Texas 79178

PEER TUTORING

Tom Gier
The Learning Center, Bldg B
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99508-4670

EVALUATION/RESEARCH

Carol Walvekar
Special Services Coordinator
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998

BRIEF SUMMARY OF 1987 SIG ACTIVITIES

1. NEW SIGs:
 - EVALUATION/RESEARCH

2. SIGs THAT WENT INACTIVE:
 - ADVANCED READING

 - ENGLISH AS A SECOND LANGUAGE

 - ORGANIZATIONAL DEVELOPMENT

3. CHANGES IN SIG LEADERSHIP:
 - BILL BRODERICK became new SIG leader for COMPUTER TECHNOLOGY

 - DEBORAH WEAVER became new SIG leader for LEARNING ASSISTANCE CENTER MANAGEMENT

 - MARY LEE TAYLOR became new SIG leader for LEARNING DISABLED STUDENT

4. SOMETHING NEW FOR THE SIGs IN SACRAMENTO:
 - a SIG Hospitality room.

5. FUTURE PLANS FOR THE SIGs/SIG Coordinator:
 - to continue to sponsor and assist in presenting institutes and presentations during the 1989 conference;

 - to continue to add new SIGs to meet the needs of WCRLA members;

 - to continue to disband SIGs when they have "run their course;" in other words, to allow these SIGs to become officially inactive; and

 - to respond to the needs of the WCRLA Board and membership.

TO: ESL Special Interest Group Members

FROM: Roberta Delaney, ESL Chairman, 1986/87 Conference Year
Glendale Community College
6000 W. Olive Ave.
Glendale, AZ 85302

It is customary for the SIG memberships and SIG chairmanships to run from conference to conference. As I said at the last Conference in March, 1987, I was happy to be chairman for the 1986/87 Conference year but cannot do it for the 1987/88 Conference year. At the Conference I asked for volunteers for Chair and also sent out a letter asking for someone to be Chair. Nobody volunteered so we have been pretty inactive, as you will have noticed.

I'm sure that different groups come and go and it sounds like this particular SIG group should be put on hold for this Conference. There are many people that have expressed interest in joining and exchanging information, so I'm sure that someone will step forward at the 1988 Conference and be willing to take on the job of Chairman.

I'm sending the checks I have received and the remaining bank balance to Tom Gier, the new SIG Groups Coordinator. His address is The Learning Center, Anchorage Community College, 2533 Providence Avenue, Anchorage, Alaska 99508-4670. He can hold on to your checks and consider you paid up for the 1988/89 dues, or return them at the Conference, whichever you prefer.

If anyone changes their mind and is thinking of volunteering at this late date, being SIG Chair involves 2 things:

1. Plan this year's information exchange. The suggestion for this year was a round-robin newsletter.
2. Take part in the SIG plans for the Conference at Sacramento.

Contact Tom Gier at the address above if you are willing to be Chair now, or at a later date.

I hope to see you at the Conference. It sounds great.

*No luck
- Jim -
maybe next year!*

ESL SIG MEMBERSHIP 1987/88

Sharon Steeber
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405

Valvekar, Carol
El Paso Community College
P.O. Box 20500
Valle Verde Campus
El Paso, TX 79999

Mary Ann Sanidad
EOP
San Jose State Univ.
San Jose, CA 95192

Sylvia Bowman, Ph.D.
Director, Academic Support
University of Houston
One Main St. Houston, Texas 77002

Jeanette Hosek
University of Nebraska
Eppley 117
Omaha, Nebraska 68182

Ann Johns
Academic Skills and Linguistics
San Diego State University
San Diego, CA 92182

Carol R.T. Wills
College of San Mateo
2825 Juniper St.
San Mateo, CA 944032

ESL SIG

Dues
 date

Bills

1	✓ Ann Fulkerson	7/1/85	3.00			
2	✓ Judy Johnson	7/1/85	3.00			
3	✓ Larry Ludcke	7/1/85	3.00			
4						
5	Joint mailing			540 (Printings to by M.C.)		
6				176 (781 st Assoc. stamps)	-8.16	
7	✓ Joanne Holladay	10/25	3.00		-5.16	
8	✓ Jim E. Campbell	10/28	3.00		-2.16	
9	✓ Maria Teter	11/4	3.00		.84	
10	✓			(CK# 187 USNB of Oregon)		
11	✓			(CK# 1794, 1 st Ed. Lincoln)		
12	✓ Ann Johns	11/22	3.00	(CK# 5849 San Diego T+S Bank, WCRLA proxy)	9.84	
13	✓	12/11	3.00	(CK# 2776 Greely Natl Bank) CK returned 12/17	2.34	
14	✓ Sharon Steeber	1/21	3.00	CK# 665 - Bank 1, Columbus Oh. 43271)	7.08	
15	✓ Karen Stock	2/14	3.00	(PO# 11056 MUC Silver Mt proxy) 5011 (4/2/85)	1.584	
16				21 stamps at 22¢ (3/1/86)	-4.62	
17					1.12	
18	Deb Weaver		3.00	paid in cash 10/15/85	<u>14.22</u>	
19						
20	Pd. 8 members (3/21-25 during post conf.) @ \$3.00 ea				24.00	38.22
21						
22	Post-conf. mailing: 30 copies, 3 orig = \$11.14					
23	26 stamps @ 22¢ = 5.72					
24				16.86	21.36	
25	6/10/86 Alpha Graphics			9.80	11.56	
26	6/10/86 Postage			4.84	6.72	
27	6/80 Dues - Steeber		3.00		9.72	
28	6/30 Dues - Johns		3.00		12.72	
29	8 25 Dues - Goshok		3.00		15.72	
30	8 25 Dues - Hengfeld		3.00		18.72	
31	8 30 Photos			2.00	16.72	
32	8 30 Postage			3.52	13.20	
33	8 30 Envelopes			2.00	11.20	
34	9 15 Dues - Brown		3.00		14.20	
35	4/20/87 Photos - 29 copies - 10¢/copy			2.90	11.30	
36	4/20 Stamps 29			6.38	4.92	
37	4/20/87 Envelopes -			1.00	3.92	
38	10/1/87 Stamps - 7			1.54	2.38	
39	10/1/87 Envelopes -			.50	1.28	
40						

**1988-89
SPECIAL
INTEREST
GROUP
LEADER
PACKET**

RECEIVED MAR 23 1988

WCRLA SPECIAL INTEREST GROUP GUIDELINES
1988-1989

DIRECTIONS: Please complete this form and return to Tom Oier, SIO Coordinator, The Learning Center, Bldg B, University of Alaska Anchorage, 2533 Providence Avenue, Anchorage, Alaska 99508-4670. The collected guidelines will be sent to the WCRLA Secretary for submission to the Executive Board at the July meeting.

DEADLINE: JUNE 15, 1988

Special Interest Group Name: _____

1988-89 SIO LEADER: _____

NAME

ADDRESS

() _____
Work Phone

() _____
Home Phone

Special Interest Group Purpose:

Goals for 1988-89:

Proposed Activities for 1988-89:

Amount of money to be collected from membership:
(\$3.00 per member is recommended)

\$_____

Please attach a membership list.

SIG Leader

Date

SIG Coordinator

Date

WCRLA FUNDING REQUEST

Name of Committee/SIG/task force, etc. _____

Total amount of request _____

Date needed _____

Funds to cover from _____ to _____

Statement of purpose for funding request _____

Attach additional explanation if necessary.

Itemize projected expenses and timeline:

ITEM

AMOUNT

DATE

Name _____

Mailing Address _____

Day Phone () _____ Home Phone () _____

Please Note: The budget for WCRLA is approved by the Board of Directors each year at the Summer Board meeting. Funding requests should be submitted to the President by June 30th to be considered for inclusion in the 1988-89 budget.

Duties of the SIG Leader

April-July

1. If possible, submit a brief article concerning your SIG to the Summer issue of the WCRLA Newsletter, deadline May 1st.
2. Complete the "WCRLA Special Interest Group Guidelines." Send a copy of this to the SIG Coordinator by June 15th. The SIG Coordinator will sign it, return a copy to you, and forward a copy to the Executive Board Secretary of WCRLA.
3. If you are requesting funds for your SIG, then fill out and submit a "WCRLA Funding Request" to the WCRLA President by June 30th.
4. Write to the new President-Elect to relate your SIG's plans for next year's conference. Include desired meeting places and times, special equipment needs, sectional or institute plans, extra activities, etc.
5. If possible, submit a brief article concerning your SIG to the Fall issue of the WCRLA Newsletter, deadline July 31st.

August-December

1. Write to all members in your SIG. Include a membership list and some item of interest to your members. Encourage an exchange of expertise.
2. Write to the President-Elect to confirm conference plans.
3. If possible, submit a brief article concerning your SIG to the Winter issue of the WCRLA Newsletter, deadline Oct 1st.

January-March

1. If possible, submit a brief article concerning your SIG to the Spring issue of the WCRLA Newsletter, deadline Jan 5th.
2. Make final arrangements for the conference.
3. Write to all SIG members to tell them the finalized conference arrangements, appropriate materials you would like them to bring, sectionals and institutes which are of mutual interest.
4. If you cannot attend the conference and/or continue as SIG Leader, contact another SIG member who will attend the conference. Explain in detail to this person what the SIG leader will have to do at the conference and then have this person take over the Leader's conference responsibilities. Please immediately notify the SIG Coordinator and the President-Elect of this change.

Conference

Attend all your SIG's meetings to facilitate the discussion. Have an appropriate agenda including an activity, which will benefit all members, and revised goals.

FINAL COMMENTS

1. These tasks are the minimum responsibilities which a SIG leader performs when he or she accepts the position. Leaders are encouraged to arrange for speakers or hold information booths, contribute to the WCRLA Newsletter, encourage quarterly SIG newsletters, publish articles, hold mini-conferences, exchange expertise with other professional organizations, and/or perform any other appropriate functions to serve the SIG's.
2. If at any time during the year you are unable to continue as SIG leader please:
a) find a replacement; and b) notify the SIG Coordinator.
3. Please send a copy of all SIG correspondence to the SIG Coordinator.

WESTERN COLLEGE READING
and
LEARNING ASSOCIATION

PEER TUTORING S.I.G.
ANNUAL REPORT: 1987-1988

by

TOM GIER

PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
2533 Providence Avenue
Anchorage, Alaska 99508-4670

As group leader of the PEER TUTORING SPECIAL INTEREST GROUP I have two main goals: 1) to improve all aspects of tutoring through the exchange of tutoring ideas, techniques, theories, etc. between professionals; and 2) to allow as many professional educators as possible, in all parts of the United States and Canada, to become aware of WCRLA. These two goals are why this SIO does not charge any fee. The PEER TUTORING SIO wants to continue to draw from as large a field of professional educators as possible.

This SIO has grown in just three short years from the original dozen members at the Denver conference to 348 professional educators in 43 states, 5 Canadian provinces, Hong Kong, New Zealand, and Puerto Rico.

The following is a summary of various S.I.O. activities for 1987-88.

1. MEMBERSHIP

Currently, there are 348 members.

2. GROWTH

Membership has grown from 12 (March '85) to 348 (March '88.)

3. FUNDS

No funds were requested from WCRLA nor were any dues charged S.I.O. members. S.I.O. expenditures for mailing, photocopying, brochures, etc. were either provided by my division at University of Alaska Anchorage or by myself.

4. ACTIVITIES

Breakfast Meetings at the Albuquerque and Sacramento conferences.

Business Meetings at the Albuquerque and Sacramento conferences.

Institute presentations : presented "Tutor Training: Techniques That Really Work" at the Albuquerque conference and will present two institutes titled "Tutor Training: *More* Techniques That Really Work" at the Sacramento conference.

Two members of the PEER TUTORING SIG, Karen Hancock and Tom Gier, made a presentation at the The National Council For Staff, Program & Organizational Development in New Orleans, November 1-4, 1987. The presentation was titled: "Communication...Awareness...and You." Tom Gier presented at the ACCTLA conference in San Francisco, November 5-6, 1987; the title of his presentation was "Tutor Certification."

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter, "The Tutoring Exchange," as of March 1988, is being mailed to 348 professional educators in 43 states, 5 Canadian provinces, Hong Kong, New Zealand, and Puerto Rico.

6. MISC.

"The Tutoring Exchange" acts as a clearinghouse for tutor ideas, techniques, research, etc. between WCRLA members. Through the "The Tutoring Exchange" members have received free a new tutor book, information concerning training, recruiting, evaluation, etc. of tutors, and what other WCRLA members are doing in regards to tutoring at their own colleges and universities.

7. GOALS

- 1) continued exchange of ideas through the "The Tutoring Exchange" and
- 2) presentation at the 1989 conference of a sectional and/or institute.

8. ENCLOSURES

"The Tutoring Exchange" mailing list by state, province, etc.

"The Tutoring Exchange" Vol. 4, #2, the latest issue.

PEER TUTORING S.I.G./THE TUTORING EXCHANGE COUNT
(1 MARCH 1988: 348)

	<u>STATES</u>	<u>NUMBER</u>
1.	ALABAMA	3
2.	ALASKA	28
3.	ARIZONA	16
4.	ARKANSAS	1
5.	CALIFORNIA	87
6.	COLORADO	10
7.	CONNECTICUT	1
8.	DELAWARE	1
9.	FLORIDA	6
10.	GEORGIA	1
11.	HAWAII	2
12.	IDAHO	5
13.	ILLINOIS	7
14.	INDIANA	3
15.	IOWA	4
16.	KANSAS	2
17.	KENTUCKY	8
18.	LOUISIANA	6
19.	MARYLAND	3
20.	MASSACHUSETTS	3
21.	MICHIGAN	2
22.	MINNESOTA	1
23.	MISSISSIPPI	2
24.	MISSOURI	4
25.	MONTANA	4
26.	NEBRASKA	4
27.	NEVADA	2
28.	NEW JERSEY	8
29.	NEW MEXICO	11
30.	NEW YORK	11
31.	NORTH CAROLINA	10
32.	OHIO	5
33.	OREGON	9
34.	PENNSYLVANIA	5
35.	RHODE ISLAND	1
36.	SOUTH CAROLINA	5
37.	TENNESSEE	8
38.	TEXAS	26
39.	UTAH	5
40.	VIRGINIA	3
41.	WASHINGTON	1
42.	WISCONSIN	1
43.	WYOMING	8

CANADIAN PROVINCES:

1.	ALBERTA	8
2.	BRITISH COLUMBIA	1
3.	ONTARIO	1
4.	QUEBEC	1
5.	YUKON	1

OTHERS:

	HONG KONG	1
	NEW ZEALAND	1
	PUERTO RICO	1

THE TUTORING EXCHANGE

A PUBLICATION OF THE
WESTERN COLLEGE READING & LEARNING ASSOCIATION'S
PEER TUTORING SPECIAL INTEREST GROUP

VOLUME 4

SPRING 1988

NUMBER 2

IN THIS ISSUE

Welcome to the Spring 1988 issue of THE TUTORING EXCHANGE. We hope you enjoy this issue's articles, ideas, forms, etc.

Karan Hancock & Tom Gier, Editors

- | | |
|--------------------------------------|------------------------------------|
| P6 1: CONFERENCE UPDATE: SACRAMENTO | P6 7: SPANN STEPS DOWN . . . |
| P6 1: CONFERENCE HIGHLIGHTS | P6 8: TUTOR EVALUATION - GREGORIO |
| P6 2: WHY IS TUTORING NEEDED | P6 9: STARTING A TUTOR PROGRAM |
| P6 3: STUDY SKILLS TUTORING - ROGERS | P6 10: WCRLA SACRAMENTO CONFERENCE |
| P6 5: SENIOR TUTOR - SHAW & POSEY | P6 10: 1988 KELLOGG INSTITUTE |
| P6 6: IRRATIONAL BELIEFS - CARPENTER | P6 10: DOCTORAL PROGRAM IN DEV ED |

News CONFERENCE UPDATE

The 1988 WCRLA Conference is almost here; it is scheduled to be held in Sacramento from March 23-26. The Conference theme is "Evaluation -- Essential for Excellence." The PEER TUTORING SIG will present a three hour tutor training institute on Wednesday, March 23rd from 1:30 - 4:30 PM and again on Saturday, March 26th from 2:00 - 5:00 PM. In addition to this institute the PEER TUTORING SIG is planning to hold both a breakfast meeting, Thursday, March 24th, from 7:00 - 8:15 AM, and a business meeting. Also, there will be a special Hospitality Room for the Special Interest Groups this year. The Hospitality Room will enable members from the various SIGs to display information and materials. PEER TUTORING SIG members are encouraged to bring any and all kinds of tutoring materials to display and share. See you in Sacramento.

CONFERENCE HIGHLIGHTS

The following list is representative of the presentations to be given at the WCRLA Sacramento Conference. This list originally appeared in the Winter 1987 "WCRLA NEWSLETTER."

Learning Assistance

- The Design and Evaluation of a Postbaccalaureate Program for Pre-Medical Students
- Why the Adjunct Course Works
- The "Institutionalization" of a Learning Center
- Learning Assistance Center Management: Evaluating Our Current Status

Developmental Education

- Strategies for Learning: A Model for Adjunct Study -Skills Instruction
- Strategic Learning System: A Program for Enhancing Student Success
- Helping Students Through the Exam Analysis

Reading

- Literature Studies in College Reading? How Come? How To?
- Reading Literature: How-and Why-to Make It Part of Your Advanced Reading Course
- A Strategy for Studying Narrative Text-An Overlooked Student Concern

Writing

- The Process of Reading and Rating Student Writing
- Critique, Confer, Revise: A Writing Evaluation Process

Tutoring

- Peer Counselors-Recruiting, Selecting, Training, and Evaluating
- Peer Tutors as Learning Consultants

Computer Technology

- An Expert Computer System for Learning Center Management
- The Use of Interactive Computer Programs to Help Students Transfer Basic Skills to College-Level Courses

=====

TUTORING TIPS & IDEAS TO SHARE

All those who receive this newsletter are invited to submit whatever items concerning tutoring they would like to share with their fellow professionals. Thank you.

Why is tutoring needed?

by

Russel T. Osgutherpe

Jimmie Jean Wilson

Warren R. Goldman

John E. Parsons

taken from

THE TUTOR/NOTETAKER

Providing Academic Support to Mainstreamed Deaf Students, pages 11-12

Department of Research and Development

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

published by

The Alexander Graham Bell Association for the Deaf, Inc.

3417 Volta Place, N.W., Washington, D.C. 20007

The whole idea of education is to help each of us become an independent learner. If we stopped learning when we graduated from school, our education was largely a failure. Many students can develop those independent learning skills by attending classes, becoming acquainted with teachers and completing assignments. Other students have more difficulty. They never seem to become effective learners. Many deaf students have this difficulty. Is it because they cannot hear the teacher? Is it because they can't hear class discussion? Is it

because they have difficulty reading the textbook? The reasons differ for each deaf student. Each deaf person is just as unique an individual as each hearing student.

Let's discuss for a moment the complex problem of language and how it affects most deaf people. Imagine the deaf newborn - able to see the surrounding environment but unable to hear the language to explain it. No radio, no T.V., no auditory stimulation from mom, dad, brother or sister. The innate "wiring" for language that all humans (spoken English) develops at a much slower rate. How many times must a hearing child hear the sentence, "She went to the store," to understand that the proper conjugation is went and not "goed"? How many times must a child hear the word sheep used as both a singular and plural in order to avoid using, "sheeps"? Does it require hundreds or exposures? Thousands? And in those first two or three formative years, many deaf children receive no auditory exposure at all. Is it any wonder that most deaf children develop English skills at a much slower rate than hearing children?

If the deaf child begins school at age five with little understanding of the English language, how will the child learn to read? Learning to say the words on a page is difficult enough (when you cannot hear yourself speak), but understanding what the words mean after you say them is even more difficult, if you've never heard the words used in sentences. Most hearing children naturally learn when to use words like, the, this, of, to, for. Most deaf children cannot use these words correctly. And it is not an easy instructional task to explain the meaning of the and convince a student that it is important to use the because it adds little to the meaning of any sentences.

Because of the early onset of deafness, English continues to pose problems for most people who are born deaf (or are deaf before age three). These language problems, it appears, also make it more difficult for deaf students to acquire those independent learning skills. That is where tutoring can help. A skilled tutor can gradually impart those learning techniques that will help the student become more independent. Modeling (showing someone how to do something) is one of the most effective ways of teaching someone a new skill. A tutor can model effective study habits better than any teacher can in the classroom. As a tutor, you have the unique opportunity of working directly with a student, studying with the student, going to class with the student, talking with the student. All of these opportunities make it possible for you to help students reach their potential as independent learners:

MOVING THE MOUNTAIN TO MOHAMMED: STUDY SKILLS TUTORING IN THE RESIDENCE HALLS

by

Judy L. Rogers
Miami University
taken from

Journal of College Reading & Learning, Volume XIX, 1986, pages 5-6; 9-10

Summary

Miami University is strongly committed to making the freshman experience a positive one. Training paraprofessional tutors to provide study skills programming in the freshman halls has been a successful vehicle for providing new students with the tools they need to succeed in college. This

method of peer support allows for much more individual attention than is feasible from the professional staff in Office of Learning Assistance. In a typical year, twenty peer advisers offer approximately 115 workshops with individual study skills tutoring and thus get the help they might not otherwise have received had it been up to their own initiative to come to the Office of Learning Assistance for help. The initial contact with a peer helps overcome their reluctance to seek assistance.

Students, peer tutors, and residence hall staff alike consistently affirm, in several forms of evaluation conducted each year, that the program is a success. However, the strongest endorsement for the peer tutoring program may lie in Miami's retention rate. Sixty-nine percent of the students who enter Miami as freshmen graduate from the institution after five years. The graduation rate after five years for a national sample of similar institutions (four year, public) is fifty-three percent (Beal & Noel, 1980). While placing peer tutors in the residence halls is not the only factor in Miami's ability to retain its students, peer advisers certainly contribute to the university's ability to quickly identify and address the learning support needs of new students--an ability which keeps many students successful in the institution.

APPENDIX C PEER ADVISERS IN THE RESIDENCE HALLS EXPECTATIONS and GUIDELINES

I. Responsibilities of Peer Advisers in Residence Halls

1. To provide study skills to residents while tutoring.
2. To offer workshops in the residence hall on the topics of time management, test-taking strategies, listening and notetaking, memory and concentration, stress management, coping with competition, etc.
3. To serve as liaison between the Office of Learning Assistance and the residence hall staff and residents.
4. To serve as a consultant to the residence hall staff on issues concerning academic support.

II. Initial Contact with Hall

1. Contact the Freshman Adviser (Hall Director) before classes begin in the fall. Usually this will entail calling on or before the Sunday just prior to classes. Set up a time to meet with your Freshman Adviser in the hall. Thus, you can establish a solid footing for your work in the hall, and as a member of the hall staff, you can receive feedback on your work throughout the year.

- a. If the Freshman Adviser is not apprised of your job, discuss your responsibilities to the hall as a representative of the Office of Learning Assistance (OLA).

- b. Work with the Adviser to find a suitable location for you in the hall. Discuss when and where you should hold office hours and where you may post workshop notices.

- c. Discuss your attending hall staff meetings. Stress that you want to be considered a hall staff member and that you want to be kept up to date with what is happening in the hall.

- d. Discuss the possibility of walking through the hall without an escort if you are in a hall whose residents are of the opposite sex.

- e. Discuss attending an all-hall meeting with Freshman Adviser so as to introduce yourself and present to the residents information about OLA and your role in the hall.

Job Description - Senior Tutor (Sept. 1985)

by

Gladys R. Shaw

and

Dr. Evelyn Posey,

Study Skills and Tutorial Services

The University of Texas at El Paso

QUALIFICATIONS

The major qualifications in addition to tutoring competency include:

- one semester's experience as a tutor with exemplary work record
- able to work at least 10 hours a week
- knowledge of room procedures, policies, and resources
- organizational skills in filing, scheduling, and meeting deadlines
- able to work effectively with fellow students, other tutors, and faculty
- time and ability to take on special room projects

BENEFITS TO THE TUTOR

- opportunities to practice the skills of organizing, planning, and supervising projects
- increased opportunities to interact with students, faculty, and administrators
- opportunity for special experience that can be documented on Student Participation Record

DUTIES OF THE SENIOR TUTOR

These may include helping the Room Coordinator accomplish one or more of the following activities:

- classroom presentations and other publicity activities
- room schedules
- room specific training activities
- record keeping
- distribution and collection of evaluation forms
- recruiting staff for non-credit classes, study groups and reviews sponsored by the room
- monitoring tutors' completion of general training requirements
- organizing tutoring materials and resources
- tutor recruitment
- faculty and/or department liaison
- other miscellaneous activities as agreed on with the Room Coordinator

APPOINTMENT AND PAY

The Senior Tutor is appointed by the Room Coordinator on a semester basis and is paid at the regular, hourly tutoring rate for up to three non-tutoring hours per week on tasks specified by the Room Coordinator. The tenure of each Senior Tutor will be a maximum of 12 months.

Albert Ellis' Common Irrational Beliefs

by
Dr. Kathy Carpenter
Kearney State College

Many students express negative self-perceptions or anxiety. The tutor must learn to refute the irrational belief that "I must be perfectly competent in everything I do."

1. The idea that it is a dire necessity for an adult human being to be loved or approved by virtually every significant person in his community.
2. The idea that one should be thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.
3. The idea that certain people are bad, wicked, or villainous and they should be severely blamed and punished for their villainy.
4. The idea that it is awful and catastrophic when things are not the way one would very much like them to be.
5. The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.
6. The idea that if something is or may be dangerous or fearsome, one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. The idea that it is easier to avoid than face certain life difficulties and self-responsibilities.
8. The idea that one should be dependent on others and that one needs someone stronger than oneself on whom to rely.
9. The idea that one's past history is an all-important determinant of one's present behavior and that because something once strongly affected one's life, it should forever have a similar effect.
10. The idea that one should become quite upset over other people's problems and disturbances.
11. The idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this correct solution is not found (Goldfried and Goldfried, 1975.)

Spann Steps Down As National Center For Developmental Education Director

After a dozen years in the position, Milton G. "Bunk" Spann, founding director of the National Center for Developmental Education, will step out of the role on July 1, 1988. Dr. Hunter R. Boylan, associate director, will assume the directorship.

Spann came to Appalachian State University in 1976 from the University of Texas-Austin to direct a consortium of 1134 two-year colleges. The

consortium, funded by the Kellogg Foundation, was designed to improve programs and services to low-achieving students. Recognizing the need for similar resources nationwide, the National Center was founded as an outgrowth of the work with this group of colleges.

In 1978, Spann, with the help of May Gerland, founded the JOURNAL OF DEVELOPMENTAL EDUCATION, which has grown to an international circulation of over 5,000 and is recognized as the definitive periodical in the field of developmental education. In 1980, he founded the Kellogg Institute for the Training and Certification of Developmental Educators. The Institute, under the direction of Dr. Hunter Boylan, is now the oldest and most widely recognized advanced training program for developmental educators and learning assistance professionals in the United States. In 1984, Spann founded the REVIEW OF RESEARCH IN DEVELOPMENTAL EDUCATION and continues to serve as Consulting Editor to Editors Hunter Boylan and Gene Kerstiens.

Since 1980, he has coordinated the graduate programs in developmental education at Appalachian State University. Under his leadership, the programs have grown from three or four students to an average of 28 enrolled in any given year.

As an active professional, Spann has addressed numerous professional groups on various aspects of developmental education and has consulted with more than 250 colleges and universities throughout the nation. In addition, he has served on the advisory boards of several national and regional associations, including the National Association of Developmental Education (NADE) and the North Carolina Association of Developmental Studies. In 1981, Spann became the first recipient of the NADE award for outstanding contributions to the field.

In contemplating his departure, Spann commented, "I have accomplished the goals I sought to my particular vision of a national center like this one. It's time for new leadership and fresh ideas and it's time for me to move on to some other interests important to me, particularly teaching and writing. I'm also looking forward to having a bit more time to devote to the JOURNAL OF DEVELOPMENTAL EDUCATION. I certainly plan to remain active in the field and to be of service in a few of the areas that interest me. After 22 years of working a year 'round administrative schedule, I'm definitely looking forward to the greater flexibility available through a full-time teaching contract. I'm eager to spend more time with my students and my family, all of whom have become increasingly precious to me."

On July 1, Spann will return to full-time teaching duties in the Department of Leadership and Higher Education. He will continue his role as Editor of the JOURNAL OF DEVELOPMENTAL EDUCATION and serve the National Center as its first Senior Associate.

QUESTIONS? SUGGESTIONS? IDEAS? COMMENTS?

If you have any ideas to share, articles to publish, general tutoring news or anything concerning tutoring send them to: Karna Hancock, Omni Counseling Services, 8102 Harvest Circle, Anchorage, AK 99502 or Tom Gier, The Learning Center, University of Alaska Anchorage, 2533 Providence Avenue, Anchorage, AK 99508-4670 .

THE TUTORING EXCHANGE
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THE LEARNING CENTER

TUTOR EVALUATION

by
Pat Gregorio
Los Medanos College
2700 East Leland Rd.
Pittsburg, CA 94565

WCRLA MINUTE
March 21-26
Sacramento, CA
Attachment X
page 12 of 14

SEMESTER: _____ INSTRUCTOR: _____

TUTOR: _____ MATH _____ SEC. _____

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
1. The tutor is friendly and eager to help.	1	2	3
2. I am comfortable asking the tutor questions.	1	2	3
3. The tutor uses good examples when needed, which help me to understand problems.	1	2	3
4. The tutor tries to explain in a clear and concise manner.	1	2	3
5. I find this math tutor very helpful.	1	2	3
6. The tutor helps me to solve problems myself.	1	2	3
7. The tutor does all the work for me.	1	2	3
8. The tutor helps me to <u>understand</u> the general concepts.	1	2	3
9. The tutor appears to know how to do math well enough to help me.	1	2	3
10. The tutor is patient and waits for me to give my answers.	1	2	3
11. The tutor talks too much when helping me.	1	2	3
12. The tutor uses a questioning strategy.	1	2	3
13. The tutor provides encouragement when I'm stuck.	1	2	3
14. When I ask for help, the tutor comes right away, if available.	1	2	3
15. After correcting a module test, the tutor helps me to solve the problems that I cannot correct myself.	1	2	3

STARTING A TUTOR PROGRAM

by

Tom Gier and Karan Hancock

1. **CHOOSING A PERSON TO COORDINATE THE TUTOR PROGRAM**
 - a) a full time faculty member
 - b) a part time faculty member
 - c) a staff person
 - d) a student worker
 - e) a combination of the above

2. **FINDING TUTORS**
 - a) students form tutor training classes
 - b) volunteers
 - 1) students
 - 2) community
 - 3) full time faculty
 - 4) part time faculty
 - c) student workers

3. **FUNDING THE TUTORS**
 - a) work study money
 - b) various federal and state grants
 - c) "hard" money
 - d) volunteers

4. **TUTOR TRAINING**
 - a) workshops
 - b) group seminars
 - c) classes
 - d) one-to-one conferences with tutor coordinator
 - e) media instruction e.g. videotapes slides, etc.
 - f) textbooks

5. **WHAT SUBJECTS TO TUTOR?**
 - a) start with the basics
 - 1) writing
 - 2) math
 - 3) study skills
 - b) add subjects whenever possible

6. **WHERE TO TUTOR?**
 - a) learning center
 - b) library
 - c) room in campus center
 - d) unused classroom
 - e) existing labs/centers
 - f) where ever possible

7. **ADVERTISING FOR and ABOUT TUTORS**
 - a) flyers
 - b) articles in student publications
 - c) notes on bulletin boards
 - d) placement ads with personnel
 - e) placement ads with financial aid
 - f) word of mouth

8. **CAMPUS-WIDE INVOLVEMENT**
 - a) presentations at faculty meetings
 - b) placement of tutors in department labs and centers
 - c) placement of tutors in specific classes/courses
 - d) workshops open to whole campus

9. **REINFORCING TUTORS**
 - a) tutor of the week, month, semester awards
 - b) certificates
 - c) pot lucks
 - d) pizza parties

10. **SOME OF THE TUTOR FORMS NEEDED**
 - a) tutor evaluation
 - b) tutor self-evaluation
 - c) appointment form
 - d) tutoring log
 - e) end of month report
 - f) tutor assessment form (by clients)

**21st ANNUAL CONFERENCE of the
WESTERN COLLEGE READING and LEARNING ASSOCIATION**

EVALUATION -- ESSENTIAL for EXCELLENCE

MARCH 23-26, 1988
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SACRAMENTO, CALIFORNIA

FOR INFORMATION CONTACT:

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=====

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for the training and certification
of developmental educators
June 25 - July 22

FOR INFORMATION CONTACT:

Dr. Gene Kerstiens, Acting Director
KELLOGG INSTITUTE
THE NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION
APPALACHIAN STATE UNIVERSITY
BOONE, NC 28608
(704) 262-3057

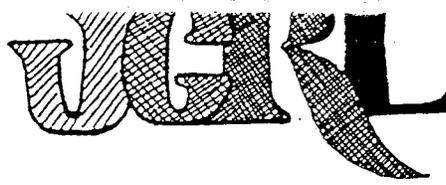
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FOR INFORMATION CONTACT:

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Doctoral Program in Developmental Education
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Grambling State University
Grambling, Louisiana 71243
(318) 274-2656



WCRLA MINUTES
March 21-26
Sacramento, CA
Attachment Y
page 1 of 4

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**Journal of
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a publication of the western college reading and learning association

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JOURNAL OF COLLEGE READING AND LEARNING

Information for Contributors

AUTHORS' GUIDELINES

The JOURNAL OF COLLEGE READING AND LEARNING seeks articles which are related to any of the many aspects of college reading improvement and learning assistance. The Journal's primary focus is on articles which emphasize practical use of information in post-secondary settings along with basic research in related areas.

Manuscripts should be typewritten and double-spaced. Contributors should submit three clear copies and retain the original. The Journal of College Reading and Learning will not return manuscripts. Content organization and style of manuscripts should follow APA third edition guidelines. An effort should be made to exclude tables by summarizing the information in the text. Complex tables and figures should be camera-ready for publication. Include two stamped, self-addressed, legal-size envelopes for editor correspondence with the primary author.

Prepare one cover sheet which includes the title of the article, the principal author's name, affiliation, address, and telephone number. Also include on this sheet any secondary authors' and affiliations in the order that these names should appear if your manuscript is published. Limit the article to 12 to 15 double-spaced typed pages.

The identifying information included in the cover sheet should not appear on any other page of the manuscript. If such information appears within the paper, use a black felt tip pen to cover it on two of the three copies submitted.

It is assumed that manuscripts submitted are previously unpublished and are not under simultaneous consideration by any other publication. Authors should be advised that accepted manuscripts may be edited to promote clarity and to improve organization.

MAILING. Mail all three copies, the cover sheet, tables, charts, photos, and envelopes to:

Jo-Ann Mullen
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Greeley, CO 80634

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W.C.R.L.A.

**COMPUTER TECHNOLOGY
SPECIAL INTEREST GROUP**

Bill Broderick, SIG Leader

**YEAR-END REPORT
TO THE W.C.R.L.A. BOARD OF DIRECTORS
MARCH, 1988**

I. Introduction

What follows is pertinent information regarding membership, activities, and future plans for the W.C.R.L.A Computer Technology Special Interest Group as of March, 1988.

II. General Information

A. Membership

The Computer Technology Special Interest Group currently has 132 members. This represents an increase in enrollment from last year. However, since this is my first year as director of this SIG, I do not know exactly how many new members we have. I would estimate that 30-40 new members have been recruited.

New members have joined the SIG in different ways:

1. enrollment at the annual W.C.R.L.A. conference. At last year's conference, I became aware that people who wanted information which our SIG is designed to provide did not know we existed. This is inexcusable, as we can provide a tremendous amount of information and support to an increasingly technologically-oriented educational system. Thus, a concerted effort will be made at this year's conference to ensure that WCRLA members know who we are and what services we can provide for them. This should result in an increase in membership for the SIG.

2. references in articles or presentations. Dr. David Caverly and I co-author a column called Techtalk in the Journal of Developmental Education. One of our columns listed the SIG as a source, and 12 members were added as a result. In addition, the SIG was mentioned in various presentations I have made during the year, and several members have been added in this way.

3. word of mouth. A handful of members have been added as a result of seeing a newsletter on the desk of a colleague, or by hearing current SIG members discuss the SIG's activities.

B. Dues

Membership dues for the SIG are \$3.00 per year. Members do not seem to be taking this fee seriously, as I have collected only \$63.00 this year. Much of this amount is spent on mailing costs, so the balance in the SIG account is \$17.14.

I have requested \$300 from the W.C.R.L.A (funding request attached), but have not received word on whether this request has been approved or denied. Funds are needed primarily so we can purchase software evaluation publications which could be shared with SIG members.

III. Accomplishments of the past year

During the past year, the following was accomplished:

1. Three newsletters were written and mailed out to SIG members. Copies of these newsletters are attached.

2. A Computer Technology Member Survey was taken to determine what knowledge SIG members had about different aspects of computer technology, and to determine what areas members wanted more information about. A copy of this survey is attached. Results of the survey are included in the 3rd newsletter.

3. A SIG Resource Network was developed, so that SIG members who had specific concerns in any computer-related area from computers in general to skills-specific software to networking could contact SIG members who had identified themselves as experts in fields listed on the survey.

4. The SIG is starting to build a library of computer software evaluations. This list is based on the "Developmental/ Basic Skills Courseware Description/Evaluation Form" sent to each member, and attached.

5. A number of professional queries regarding SIG-related information were sent to me this year. I answered all of these, with a total of 26 letters being sent to colleagues, most of whom were not SIG members, some of whom joined the SIG as a result of these correspondences.

IV. What's happening at this year's conference

Here is a summary of the computer-related activities planned for this year's conference.

1. Two institutes related to computers will be presented, and are sponsored by the Computer Technology Special Interest Group. They are:

a. "Computer-assisted Instruction in Critical Thinking, Reading, and Writing," by Anne Bradstreet Grinois of Parkland College, on Friday 8:30-11:30 AM;

b. "Choosing and Evaluating Developmental and Remedial Computer Software," by David Caverly of Metropolitan State College and Bill Broderick of Cerritos College, on Saturday 2-5 PM.

2. Numerous sessions will also be presented, with topics ranging from comparing word-processing courseware to educational freeware available to individuals.

3. A computer fair will be held on Thursday and Friday from 9 AM-4:30 PM in the Monterrey Room. Representatives from Apple and IBM will be present to show their latest wares, from their least expensive models to their most expensive. Also, a software distributing firm called EISI will be in attendance and is bringing remedial and developmental courseware appropriate for the post-secondary level.

V. Goals for next year

I will be discussing goals with the SIG members during this conference. At this point, it appears that goals will include the following:

1. make a concerted effort to collect dues;
2. determine the feasibility of establishing an electronic mail system for members, or subscribing to an electronic educational bulletin board for members to tie into. I had hoped that this system could have been operational by this year's conference, but it is not, due primarily to the cost of subscribing to existing systems.
3. continue to work on a courseware library;
4. upgrade the Computer Technology Special Interest Group Resource Network.

*being
submitted by
Daisy McDonald
Charmelle
Johnson, OK*

VI. Conclusion

It has been a busy but rewarding year for this SIG. I feel a lot has been accomplished, but am aware that there is still more which can be done to ensure that we are providing needed services both to SIG members and WCRLA members. I look forward to the challenges of the coming year, and would welcome comments and suggestions from the Board.

WCRLA COMPUTER TECHNOLOGY SIG
DEVELOPMENTAL/BASIC SKILLS COURSEWARE
DESCRIPTION/EVALUATION FORM

Name of evaluator: _____

School of evaluator: _____

Evaluator field and level taught: _____

A. COURSEWARE DESCRIPTION

Name of program: _____

Publisher/address: _____

Price: _____

Targetted area/field: _____

Hardware required to run program: _____

Is this software copy-protected? YES NO

Is a licensing fee required to purchase or run this software?
YES NO

Type of courseware:

- _____ a. drill and practice
- _____ b. tutorial
- _____ c. simulation
- _____ d. word-processing
- _____ e. diagnostic
- _____ d. other (please specify) _____

Documentation includes:

- _____ a. suggested grade levels
- _____ b. stated instructional objectives
- _____ c. prerequisite skills required to enter program
- _____ d. manual for instructors
- _____ e. instructions for students
- _____ f. support company will provide if you have trouble with program
- _____ g. other (please specify) _____

B. PROGRAM EVALUATION

Use this scale to answer the questions which follow:
C-consistently U-usually R-rarely N-never NA-not applicable

CONTENT CONSIDERATIONS

- | | | | | | |
|---|---|---|---|----|---|
| C | U | R | N | NA | 1. Content is grammatically accurate. |
| C | U | R | N | NA | 2. Information presented is accurate and current. |
| C | U | R | N | NA | 3. Content is presented in a meaningful context. |
| C | U | R | N | NA | 4. Content is free from stereotypes or biases. |
| C | U | R | N | NA | 5. Content is presented clearly and logically. |

6. Other comments regarding content: _____

7. Overall rating of CONTENT CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

INSTRUCTIONAL CONSIDERATIONS

- | | | | | | |
|---|---|---|---|----|---|
| C | U | R | N | NA | 1. Program motivates students. |
| C | U | R | N | NA | 2. Program allows for active student involvement. |
| C | U | R | N | NA | 3. Relevant feedback is given to students. |
| C | U | R | N | NA | 4. Feedback is positive. |
| C | U | R | N | NA | 5. Feedback is varied. |
| C | U | R | N | NA | 6. Feedback is immediate. |
| C | U | R | N | NA | 7. Rate which material is presented can be controlled. |
| C | U | R | N | NA | 8. Sequence of material presented can be controlled. |
| C | U | R | N | NA | 9. Help options are available should students run into technical problems. |
| C | U | R | N | NA | 10. Program has branching capabilities should students need remediation. |
| C | U | R | N | NA | 11. Program has branching capabilities for students showing too much success. |
| C | U | R | N | NA | 12. Program integrates lessons with previous student experience. |
| C | U | R | N | NA | 13. Program allows generalization to other situations. |

14. Other comments regarding instructional considerations: _____

15. Overall rating of INSTRUCTIONAL CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

TECHNICAL CONSIDERATIONS

- C U R N NA 1. Students can independently use program following appropriate orientation.
- C U R N NA 2. Program is easy for instructors to understand
- C U R N NA 3. Program is reliable under normal operating circumstances.
- C U R N NA 4. Text/graphics are clear and easy to read.
- C U R N NA 5. Documentation provided explains lessons, objectives, and activities well.

6. Other comments regarding technical considerations:

7. Overall rating of TECHNICAL CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

MANAGEMENT CONSIDERATIONS

- C U R N NA 1. Program lets instructor keep track of student progress.
- C U R N NA 2. Program lets instructor place student at appropriate starting point.
- C U R N NA 3. Program lets instructor adjust directions and feedback for each student.
- C U R N NA 4. Program includes record-keeping system.

6. Other comments regarding management considerations:

7. Overall rating of MANAGEMENT CONSIDERATIONS:

- _____ Excellent
- _____ Above average
- _____ Average
- _____ Below average
- _____ A complete failure

OTHER CONSIDERATIONS

What unforeseen problems can you report about this courseware?:

What sort of student feedback have you received?

Other relevant comments developmental educators need to consider:

RECOMMENDATION

- _____ This program is excellent in every way. I highly recommend it.
- _____ This program has been fairly effective for me, and I can recommend it
- _____ This program is weak, and while it didn't work in my setting, it may be appropriate for others.
- _____ This program is a total waste of time - everyone should stay way from it.

Computer Technology SIG 1986/87 Member Survey

ON THE FOLLOWING LINES, PLEASE TYPE, PRINT, OR LEGIBLY WRITE
YOUR NAME, TITLE, AND THE ADDRESS YOU WANT SIG MATERIALS SENT TO:

* * * * *
USING THE FOLLOWING SCALE, PLEASE RANK YOURSELF IN EACH CATEGORY
BELOW.

- 1 - I CONSIDER MYSELF AN EXPERT IN THIS AREA
- 2 - I AM VERY KNOWLEDGEABLE ABOUT THIS AREA
- 3 - I HAVE SOME KNOWLEDGE OF THIS AREA
- 4 - I HAVE A LIMITED AMOUNT OF KNOWLEDGE OF THIS AREA
- 5 - I HAVE NO KNOWLEDGE AT ALL ABOUT THIS AREA

PLEASE RANK YOURSELF IN EACH OF THESE AREAS:

- A. Knowledge of Computer-Assisted Instruction _____
- B. Knowledge of Computer-Managed Systems _____
- C. Knowledge of Peripherals (Modems, etc.) _____
- D. Knowledge of software in my field _____
(Please identify field: _____)

* * * * *
DO YOU FEEL YOU HAVE SUFFICIENT KNOWLEDGE AND WOULD YOU BE
WILLING TO SERVE AS A RESOURCE PERSON FOR ANY OF THE FOLLOWING
AREAS:

- A. computers in general YES NO
- B. this specific computer: _____ YES NO
- C. peripherals (modems, etc) YES NO
- D. software in this field
(please identify field); _____ YES NO
- E. specific software programs, such as WS or db3
(please identify programs):
_____ YES NO
- F. these areas not covered by this survey:
_____ YES NO

To help us to determine the direction the SIG should take this year, please indicate which of the following areas you want more information about:

CIRCLE THE LETTER OF EACH AREA YOU WOULD LIKE MORE INFORMATION ABOUT:

- a. computers in general
- b. this specific computer: _____
- c. modems and peripherals
- d. computer-assisted-instruction in basic skills
- e. computer-managed-programs for basic skills
- f. tutorial systems such as PLATO and NovaNET
- g. software in reading and study skills
- h. software in writing and word processing
- i. public domain software
- j. software in math
- k. software in these fields: _____
- l. these specific software programs: _____
- m. how to evaluate software
- n. who has already evaluated software and where can I get the results?
- o. this area not covered by this survey: _____

PLEASE COMPLETE THIS SURVEY BY OCT 15, AND MAIL IT TO:

Wm E Broderick, PhD
Reading Dept Chairman
Cerritos College
1110 E Alondra Bl
Norwalk CA 90650

W.C.R.L.A.
COMPUTER TECHNOLOGY S.I.G.
1988 Resource Network

The following have identified themselves as being sufficiently knowledgeable in the fields listed, and have indicated that they are willing to serve on an "on-call" basis, to answer questions you might have, to offer advice, and to try to solve technical problems that come up. So, if you have questions or concerns which relate to any of these fields, you may want to consider contacting the people listed here for assistance.

NOTE: This list will be updated yearly. If you are not listed in any of these areas and would like to be; or if you are listed but wish to be included in other areas; or if your name or address is incorrect; or if you want to be removed from any area; or if you have suggestions regarding improvement of the list, please contact:

Bill Broderick
c/o Cerritos College
11110 E. Alondra Bl
Norwalk CA 90650

* * * * *
COMPUTERS IN GENERAL

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

Wm E Campbell, Coordinator, Academic Assistance and Honors Program, Univ of MN, Morris, Morris MN 56267

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

Frank L. Christ: Director, Learning Assistance Center, Cal State Univ Long Beach, Long Beach CA 90840

Dr Harold Fillyaw, Developmental Psychology, Prairie View A and M Univ, 15014 Elmont Dr, Houston TX 77095

Sally Garcia, Director, Nursing Learning Center, Cal State Univ, 1200 Bellflower Bl, Long Beach CA 90840

Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

John Pantano, Math/Science Coordinator, Santa Fe Community College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

* * * * *
A SPECIFIC COMPUTER

APPLE IIE

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Dr. Rhoda Lintz Casey, Division Chair, English and Developmental Studies, Compton Community College, 1111 E. Artesia Bl, Compton CA 90221

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Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Sharon Martin, 1666 Pitcher Canyon Rd, Wenatchee WA 98801

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

Dr Gary R Probst, Professor of Reading, Prince George's Community College, PO Box 190, Davidsonville MD 20135

Joan Shulman, Reading/CAI Specialist, Learning Assistance Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria Bl, Carson CA 90747

AMIGA

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

IBM

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

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David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204

John Pantano, Math/Science Coordinator, Santa Fe Community College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

MACINTOSH

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Phyllis Endicott, Curriculum Coordinator, Center for Human Enrichment, Univ Northern Colorado, Greeley CO 80639

Sally Garcia, Director, Nursing Learning Center, Cal State Univ, 1200 Bellflower Bl, Long Beach CA 90840

Richard Holdredge, Consulting Instructor, Learning Center, Los Angeles Valley College, 5800 Fulton Av, Van Nuys CA 91401

Denise McGinty, Assistant Coordinator, Learning Skills Center, Jester A332, Univ Texas at Austin, Austin TX 78705

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

ZENITH

Wm E Campbell, Coordinator, Academic Assistance and Honors Program, Univ of MN, Morris, Morris MN 56267

* * * * *
PERIPHERALS (MODEMS, etc)

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Frank L. Christ: Director, Learning Assistance Center, Cal State Univ Long Beach, Long Beach CA 90840

Dr Harold Fillyaw, Developmental Psychology, Prairie View A and M Univ, 15014 Elmont Dr, Houston TX 77095

David Knauber, Director Computer Labs, Community College of Denver, 1111 W. Colfax, Denver CO 80204

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

* * * * *
COURSEWARE IN A PARTICULAR FIELD

ADULT BASIC EDUCATION/G.E.D.

Sharon Martin, 1666 Pitcher Canyon Rd, Wenatchee WA 98801

COMPUTER TRAINING

David Knauber, Director Computer Labs, Community College of
Denver, 1111 W. Colfax, Denver CO 80204

ENGLISH

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

LEARNING ASSISTANCE

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
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Frank L. Christ: Director, Learning Assistance Center, Cal
State Univ Long Beach, Long Beach CA 90840

MATHEMATICS

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

Dr Gary R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

READING

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Dr. Rhoda Lintz Casey, Division Chair, English and Developmental Studies, Compton Community College, 1111 E. Artesia Bl, Compton CA 90221

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

Mike Evans, 8926 Highwood Dr, San Diego CA 92119

Billie F. Jackson, Coordinator, Student Learning Center - 295, California State Univ - Chico, Chico CA 95929

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007, Salem OR 97309

Diane Oren, Instructor, San Joaquin Delta College, 5151 Pacific Av, Stockton CA 95207

Dr Gary R Probst, Professor of Reading, Prince George's Community College, PO Box 190, Davidsonville MD 20135

Joan Shulman, Reading/CAI Specialist, Learning Assistance Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria Bl, Carson CA 90747

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

STATISTICS

Dr Homer Garcia, Dept of Sociology, Pitzer College, Claremont CA 91711

STUDY SKILLS

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

David Caverly, PhD, Reading - Box 17, Metropolitan State College, 1006 11th St, Denver CO 80209

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WRITING/COMPOSITION

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk CA 90650

Gary R. Brown, Computer Lab Coordinator, Academic Skills Center, San Diego State Univ, San Diego CA 92182

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab, Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso TX 79968

John L Tenny, Education Department, Willamette University, 900 State St, Salem OR 97301

* * * * *
A SPECIFIC COURSEWARE PROGRAM

APPLEWORKS

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

Delryn R. Fleming, Communications Division, Brookhaven
College, 3939 Valley View Lane, Farmers Branch TX 75244

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl, Carson CA 90747

Beverly D. Whitaker, Director, Learning Center, Maple Woods
Community College, 2601 NE Barry Rd, Kansas City MO 64156

APPLE WRITER

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Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

Dr Gary .R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

BANK STREET WRITER

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

DB2, 3

Wm E Campbell, Coordinator, Academic Assistance and Honors
Program, Univ of MN, Morris, Morris MN 56267

DB3

Dr Harold Fillyaw, Developmental Psychology, Prairie View A
and M Univ, 15014 Elmont Dr, Houston TX 77095

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

INS (SPREADSHEET)

Dr Harold Fillyaw, Developmental Psychology, Prairie View A
and M Univ, 15014 Elmont Dr, Houston TX 77095

LOTUS

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

MACWRITE

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

MICROSOFT WORD

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

MICRO SPEED READ

Rose Wassman, Reading Coordinator, DeAnza College, 9 Russell
Av, Portola Valley CA 94025

MS WORKS

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

PAGEMAKER (DESKTOP PUBLISHING)

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

PC WRITE

Gary R. Brown, Computer Lab Coordinator, Academic Skills
Center, San Diego State Univ, San Diego CA 92182

PFS PROFESSIONAL WRITE AND FILE

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

RIGHTWRITER

Gary R. Brown, Computer Lab Coordinator, Academic Skills
Center, San Diego State Univ, San Diego CA 92182

SCREENWRITER

Dr Gary R Probst, Professor of Reading, Prince George's
Community College, PO Box 190, Davidsonville MD 20135

SUPERPAINT

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

SUPER PILOT

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

SUPER WRITER

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

WORD ATTACK

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl, Carson CA 90747

WORD JUGGLER

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

WORDPERFECT

Dr Evelyn Posey, Coordinator, Microcomputer Learning Lab,
Study Skills and Tutorial Services, Univ Texas at El Paso, El Paso
TX 79968

John L Tenny, Education Department, Willamette University, 900
State St, Salem OR 97301

WORDSTAR

Billie F. Jackson, Coordinator, Student Learning Center - 295,
California State Univ - Chico, Chico CA 95929

Mike Evans, 8926 Highwood Dr, San Diego CA 92119

WRITE NOW

Phyllis Endicott, Curriculum Coordinator, Center for Human
Enrichment, Univ Northern Colorado, Greeley CO 80639

* * * * *

AREAS NOT COVERED BY THE SURVEY

COMPUTER ASSISTED COMPOSITION

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

COMPUTER LITERACY FOR FACULTY

Sally Garcia, Director, Nursing Learning Center, Cal State
Univ, 1200 Bellflower Bl, Long Beach CA 90840

CRAFTING SOFTWARE FOR ANY FIELD

David Caverly, PhD, Reading - Box 17, Metropolitan State
College, 1006 11th St, Denver CO 80209

EVALUATION OF CAI DESIGN

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Sally Garcia, Director, Nursing Learning Center, Cal State
Univ, 1200 Bellflower Bl, Long Beach CA 90840

NETWORKING - CORVUS SYSTEM

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Dr. Rhoda Lintz Casey, Division Chair, English and
Developmental Studies, Compton Community College, 1111 E. Artesia
Bl, Compton CA 90221

NETWORKING - LANS IN GENERAL

David Knauber, Director Computer Labs, Community College of
Denver, 1111 W. Colfax, Denver CO 80204

NETWORKING - SETTING UP NETWORKING IN A WRITING LAB

Bill Broderick, Cerritos College, 11110 E Alondra Bl, Norwalk
CA 90650

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

PROGRAM LANGUAGES OF PASCAL, FORTRAN, BASIC, DBASE

John Pantano, Math/Science Coordinator, Santa Fe Community
College, 2600 Camino Entrada, Santa Fe NM 87502

RUNNING MS-DOS UNDER UNIX

Lucy MacDonald, Chemeketa Community College, P.O.Box 14007,
Salem OR 97309

USE OF DATA BASE AND SPREADSHEETS IN LEARNING CENTERS

Joan Shulman, Reading/CAI Specialist, Learning Assistance
Center -ERC A109, Cal State Univ - Dominguez Hills, 1000 E Victoria
Bl. Carson CA 90747

W.C.R.L.A.
COMPUTER TECHNOLOGY
NEWSLETTER

VOLUME 2 NUMBER 1

JUNE 1987

Bill Broderick, editor

Dear SIG member,

As you may know, I have taken over the WCRLA Computer SIG from David Caverly, who is going to devote more of his time to writing and developing software. Dave has done a lot in his two years as SIG Director, but I have spoken with him and we both feel there is still much to accomplish as we share information about hardware, software, the latest technology, exemplary programs, etc.

To that end, I would like to share with you some of the things we are already working on, and then I want to ask you to share with me what you feel the SIG *should be* working on.

I. SOFTWARE EVALUATIONS

A recurring concern of SIG members who were in Albuquerque centered around software - who is using what, why they are using it, how well it is working, what the target population is, and so on. One of our goals this year is to collect software reviews from SIG members, with the following SIG members serving as "editors" of software program evaluations:

Gary Brown will edit reviews for word processing and writing;
Dave Caverly is doing the same for reading and study skills;
Dennis Gabriel will serve as editor for public domain software.
At present, we need someone to work as editor of math software. If you are interested in having math software program evaluations sent to you for editing and review dissemination, please let me know.

What we intend to do is serve as a clearing house for post-secondary basic skills software. I will be asking members to evaluate software they are currently using, and forward their reviews of that software to the appropriate editor, who will then share results and recommendations with the entire SIG. I will send you a SOFTWARE EVALUATION FORM with the next newsletter.

II. ELECTRONIC BULLETIN BOARD

Another area we are working on involves electronic bulletin boards. Lucy MacDonald is researching "bulletin board" technology so that those of us with modems can communicate electronically. If you have recommendations on what we should be using or on what we should stay away from, please write to her at:

Dr. Lucy MacDonald
Chemeketa CC
P O Box 14007
Salem Oregon 97309

III. SHARING EXPERTISE

In Albuquerque, I was impressed with how many of the SIG members were knowledgeable about various aspects of computers and their use in basic skills. This year, we intend to take advantage of your expertise. We want to set up a resource network whereby various SIG members who consider themselves experts or very knowledgeable in a particular area will be "on-call," so to speak, to answer questions other SIG members might have, to offer advice, and to try to solve technical problems that come up.

To determine who has expertise in which areas, I have included with this newsletter a survey form which I hope you will take the time to fill out. This survey is important for two other reasons:

1. It will tell us what you are interested in knowing more about regarding computers and basic skills. This information will help us plan newsletters for the rest of the year and activities at the next WCRLA Conference in Sacramento.

2. It will give us current information and addresses for the members of the SIG. I have a list of 125 members, but I suspect some are inactive or have moved on. We need to keep an accurate list of who is still interested in the SIG.

I hope to share the results of this survey with you in the third newsletter. We should also have our resource network in place by then, as well.

COMING UP NEXT...

The next newsletter will focus on software evaluation, including software evaluation networks which already exist and how we can access those evaluations, how we can evaluate courseware ourselves and the best way to share those evaluations. I will also talk about membership dues.

STAY TUNED...

Bill B

W.C.R.L.A.

COMPUTER TECHNOLOGY NEWSLETTER

VOLUME 2 NUMBER 2

SEPTEMBER 1987

Bill Broderick, editor

Dear SIG member,

This newsletter will focus on software evaluation, starting with evaluation networks which already exist, and moving on to how our SIG can evaluate courseware and share those evaluations with other members. I will also talk about membership dues.

SOURCES OF COURSEWARE EVALUATIONS

There are a number of consortia and publications in existence today which evaluate some of the 7,000 + programs currently on the market. With more than 100 new programs introduced monthly, it may be useful for those of us in developmental settings to tie into these sources. Here is a list of the largest evaluation sources, with a brief description of the kinds of evaluations they do:

The Educational Software Selector (EPIE Institute, Teachers College Press, 1234 Amsterdam Av, New York NY 10027) has evaluated over 5000 programs, and includes information on appropriate grade level, program scope, hardware required, and discounts available. In-depth reviews are provided in a companion volume, **Microcomputer Courseware Pro/Files**.

The Educational Software Preview Guide (Educational Software Evaluation Consortium, California TECC Software Clearinghouse, Professional Library and Microcomputer Center, San Mateo County Office of Education, 333 Main St, Redwood City CA 94063) is a yearly publication consisting of courseware favorably reviewed by any of the 25 + participating consortia. Reviews are listed according to subject and are sparse, but include hardware requirements, grade level applicability, and courseware type (drill and practice, tutorial, simulation, etc.).

• Micro (Florida Center for Instructional Computing, College of Education, Univ of South Florida, Tampa FL 33620) evaluates over 300 products yearly. Evaluations include program titles, subjects, hardware requirements, description, and reviewer comments on program effectiveness.

Software Reports: The Guide to Evaluated Educational Software (Allanbach Industries, 2101 Las Palmas Dr, Carlsbad CA 92008) rates software in over 20 subjects, with reading and language arts two of the largest.

The Digest of Software Reviews: Education, School, and Home (School and Home Courseware Inc, 1341 Bulldog Lane, Fresno CA 93710) provides reviews of courseware reprinted from various educa-

tional journals and computer magazines.

The above sources review courseware for all grade levels, and in all subject areas. Nonetheless, much of the software they evaluate could be applicable in a post-secondary developmental setting. Are there consortia which evaluate developmental courseware specifically designed for a college setting? You tell me. If you are aware of any such network, let me know, and I will share the information with SIG members in the 4th newsletter.

WCRLA COMPUTER TECHNOLOGY COURSEWARE CLEARINGHOUSE

In the last newsletter, I indicated that our SIG had the expertise so that we should move toward the goal of serving as a clearinghouse for software in post-secondary developmental education. To achieve that goal, your help is needed. I am asking that you evaluate one piece of software you are currently using in your program. Have you been able to identify any courseware which you are really excited about, any which is working wonders with your population, any which you would like to recommend that others use? Or, conversely, have you been subjected to software which has been touted as excellent, but which you have found to be a dud, and want to warn everyone to stay away from? Our most important function as a SIG is to share information. Please take a few minutes to identify at least one program which you can either recommend or want to warn others to stay away from. Please fill out the attached **Courseware Evaluation Form**, and return it to me by October 15. I will keep a copy for the SIG files, and forward a copy to the appropriate courseware editor, identified in the last newsletter.

We will share brief reviews with all members, and the courseware editors will make longer reviews available for those who are interested. These reviews will also be available for all to see in Sacramento.

MEMBERSHIP DUES

Membership dues for the Computer Technology SIG are \$3.00 per year. These dues help defray the costs of mailing, duplicating, etc. If you have not sent in your dues, please make a check payable to **WCRLA Computer Technology SIG**, and mail it to me. Thanks.

COMING UP NEXT...

In the next newsletter, I will share with you the results of the **1986/87 Member Survey**. At that time, we will identify those members who have said they would serve as "on-call" experts in various aspects of computer technology, ranging from computers in general to specific computers to individual software programs.

STAY TUNED...

Bill B

W.C.R.L.A.

COMPUTER TECHNOLOGY NEWSLETTER

VOLUME 2 NUMBER 3

JANUARY, 1988

Bill Broderick, editor

Dear SIG member,

This newsletter will focus on the following:

1. Results of 1987 Member Survey
2. Help wanted - bulletin board
3. More help wanted - courseware evaluations
4. What's goin' on - Sacramento
5. WCRLA Computer Technology SIG Resource Network

RESULTS OF 1987 MEMBER SURVEY

As you recall, the survey asked for information regarding each SIG member's knowledge of different aspects of computer technology. The survey was broken into 3 parts. The first part asked members to rank themselves in various areas. The results are listed below.

The second part asked members if they felt they had sufficient knowledge in specific areas, and if they would be willing to serve as resource people for other SIG members. The results of this part comprise the attached 1988 Resource Network.

The third part of the survey asked members what they would like to know more about, so that we could plan newsletters and activities accordingly. Those results are also listed below.

SURVEY RESULTS - PART 1: RANKING IN SELECTED AREAS

The directions were:

"Using the following scale, please rank yourself in each category below."

SCALE

- 1 - I CONSIDER MYSELF AN EXPERT IN THIS AREA
- 2 - I AM VERY KNOWLEDGEABLE ABOUT THIS AREA
- 3 - I HAVE SOME KNOWLEDGE OF THIS AREA
- 4 - I HAVE A LIMITED AMOUNT OF KNOWLEDGE OF THIS AREA
- 5 - I HAVE NO KNOWLEDGE AT ALL ABOUT THIS AREA

The results were:

<u>AREA</u>	<u>RANK NUMBER</u>				
A. Knowledge of C.A.I.	1:8	2:9	3:20	4:11	5:1
B. Knowledge of Computer-Managed Systems	1:3	2:8	3:10	4:19	5:9
C. Knowledge of Peripherals	1:1	2:6	3:8	4:17	5:16
D. Knowledge of software in my field	1:7	2:13	3:19	4:9	5:0

(Fields varied from reading and study skills to statistics. Experts in various fields are identified in the enclosed 1988 Resource Network.)

SURVEY RESULTS: PART 3: AREAS YOU WANT MORE INFORMATION ABOUT

The directions were:

"To help us to determine the direction the SIG should take this year, please indicate which of the following areas you want more information about:"

The results were:

- a. computers in general: 10 responses
- b. this specific computer:
 - Apple - 3;
 - Apple IIGS - 1;
 - IBM PC - 1;
 - Macintosh - 3;
 - IBM PS - 1;
 - IBM Compatible - 1
- c. modems and peripherals: 16
- d. computer-assisted-instruction in basic skills: 36
- e. computer-managed-programs for basic skills: 25
- f. tutorial systems such as PLATO and NovaNET: 19
- g. software in reading and study skills: 39
- h. software in writing and word processing: 27
- i. public domain software: 25

(Continued on next page)

j. software in math: 16

k. software in these fields:

- Critical and Analytical Thinking - 2;
- Biology - 1;
- Chemistry - 1;
- Physics - 1;
- Economics - 1;
- Learning Disabilities - 1;
- Grammar - 1;
- ESL - 1;
- Statistics - 1;
- Problem Solving - 1;
- Interactive for ESL and Foreign Language - 1;
- Study Skills - 1.

l. these specific software programs:

CASSI - 1

m. how to evaluate software: 15

n. who has already evaluated software and where can I get the results?: 33

o. this area not covered by this survey:

- IBM v. IBM compatible - 1;
- Apple software that can be put in a network - 1;
- Research in CAI/College Level in Reading and Basic Skills - 2;
- Voice Synthesizers - 1

There were 105 surveys sent out. There were 30 responses in the initial mailing, and 25 responses from a second mailing. I would like to thank all of you who took the time to respond. Not only will it help me to plan future newsletters, but the resulting resource network should prove useful for all of our members.

HELP WANTED - BULLETIN BOARD

We have run into some unexpected problems in our attempt to have the SIG tie into a national bulletin board. We are having trouble determining which is best, and we don't know if such a venture would be worth the expense at this point. We need input. If you are currently hooked into a bulletin board that you could recommend, or if you have information which will help us select a bulletin board, or suggestions on how we might be able to communicate with each other and not tie into an existing bulletin board, could you please contact me (P.O.Box 880, Wildomar CA 92395) or Lucy MacDonald (Chemeketa CC, P O Box 14007, Salem Oregon 97309) before the conference in Sacramento. And, perhaps we can share ideas regarding this topic during the conference.

MORE HELP WANTED - COURSEWARE EVALUATIONS

Part of the last newsletter included a Courseware Evaluation Form which I had hoped each member would complete and send on to me so that we could build up a file of developmental courseware and share reviews with fellow SIG members. Unfortunately, our file to date is...5. That's a bit small if we are looking at sharing reviews, so I shall try again, but I will wait until after the conference. In the meantime, I wonder if you could think of one courseware package that you are familiar with and which, for whatever reason, stands out from others you have used or seen. If you can identify this package and share your thoughts regarding it with fellow members, it would help us all. I shall send a second evaluation form sometime after the conference.

WHAT'S GOIN' ON - SACRAMENTO

WCRLA members with an interest in Computer Technology will be kept busy at this year's conference. There will be numerous computer-related sessions, two computer-related institutes ("Computer-assisted Instruction in Critical Thinking, Reading, and Writing," by Anne Bradstreet Grinois of Parkland College, on Friday 8:30-11:30 AM; and "Choosing and Evaluating Developmental and Remedial Computer Software," by David Caverly of Metropolitan State College and Bill Broderick of Cerritos College, on Saturday 2-5 PM), and the Computer Fair will be held on Thursday and Friday from 9 AM-4 PM. Representatives from Apple, IBM, and Kaypro have pledged to be present and to show their latest wares, from their least expensive models to their most expensive. I am also hoping that a software distributor knowledgeable about remedial and developmental courseware will be in attendance, as well.

I hope you are planning to attend, as it looks like it should be a rewarding time.

Until Next Time...

SECRETARY REPORT

BOARD HIGHLIGHTS FROM 1987-88

The Board was very busy and active during 1987-88. In addition to a summer board meeting and several telephone conference calls, members of the Board and the Journal and Newsletter editors met at the Asilomar Conference Center in Pacific Grove, California for a 3-day retreat during which time a future directions plan focusing on identity, visibility and credibility of then Association was drafted. Highlights of other Board action from the past year include:

1. The adoption of a board policy which encourages states, regions or areas to establish WCRLA chapters and to elect chapter officers.
2. The addition of the option for members to receive the Journal of Developmental Education and Review of Research in Developmental Education at reduced rates.
3. Approval to publish 2 issues per year of the Journal of College Reading and Learning beginning fall, 1989.
4. The formation of a task force to study the issue of basic terminology used in the discipline and to formulate guidelines on the use of a common language within the field.
5. The submission of a response to the Council for Advancement of Standards for Student Services/Development Programs on its proposed standards and guidelines for learning assistance programs.
6. The movement toward a unified look for the Association which will be visible in all publications, printed material and advertisements.
7. The implementation and funding of a second research award-research excellence.
8. The continued concerted effort to recruit for and promote the Association by sending officers to state/regional meetings. Last year, officers spoke at meetings in Arizona, California, Canada, Colorado, Kansas and Wisconsin.

President's Address

The Keys to Keeping Both Doors and Minds Open

Gwyn Enright

March 25, 1988

When I was selecting the topic for the President's Address, I was tempted to talk on evaluation - one of my favorite topics and our conference theme. However, I considered my audience - learning assistance professionals and developmental educators who, though often marching to a different drummer from the one heard by their colleagues are also usually a step ahead. Consequently, I concluded you already knew alot about and were learning at this conference even more about evaluation. I looked another direction for my topic. I looked on the non fiction best seller list.

A 1987-1988 WCRLA goal articulated in Albuquerque last April was to peer past our own organization, beyond the comfortable if symbolic WCRLA borders, to look directly at some of the political realities in education. The incredible popularity, beginning way last summer, of Allen Bloom's The Closing of the American Mind, How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students is the particular reality I chose. Bowing to Bloom's penchant for paradox, I have selected the topic, "Keys to Keeping Both Doors and Minds Open."

The Closing of the American Mind is an essay by University of Chicago philosophy professor Allen Bloom in which he presents factors

conspiring to wreck the American university and, thus, higher education. Among these factors are relativism, divisiveness, and politicalization. Specifically, he finds students "flat souled" and faculty factious. We may be tempted to dismiss Bloom as anti-student, anti-feminist, racist and reactionary, but that dismissal would be a mistake.

Bloom's criticism of higher education has been rooted on the New York Times best seller list for over six months. For 15 straight weeks, the book topped the list. It sold over one-half million copies in hard cover. Bloom himself claimed to be "absolutely astounded"; he expected between 5,000 and 6,000 sales - mostly to people he knew (Bowen,1987). Not only was a book about education unusual summer reading for so many, but other books about education were also in demand. This phenomenon could not be denied when, in December, Vogue Magazine proclaimed The Closing of the American Mind the least read best seller of 1987!

The amount of attention - even applause- accompanying such a grim book has intrigued reviewers. In The New Republic, Menaud explains Americans like to denigrate their culture. Bloom's book, he continues, "makes young people our scapegoats, so we can think ill of our culture without thinking ill of ourselves" (p.40)." Benjamin Barber writes in Harper's Magazine that Bloom assumes the philosopher's traditional guise of dissembling; Barber claims most readers have therefore missed Bloom's real message. According to the critic, "The Closing of the American Mind is not a book; it is a phenomenon: one of those mega-literary comets that dazzles without

being clearly seen, and thus mesmerizes its critics as it speeds across America's celebrity firmament." (p.61) In reality, Barber considers the volume "a totem for neo conservative assault on higher education, affirmative action, equal opportunity, rock music, the Sixties, the young and sex." (p.61)

To explain the book's appeal, Time Magazine credits a national yearning for the way we were. Sympathizers include young adults who feel educationally short changed and parents who worry about their children's competitive edge. Of all the critics, columnist Goodman offers the most common sensible explanation of the book's popularity. She sees the book as part of a consumer's revolt. She numbers herself among those parents concerned about the cost of college, as she confides she recently mailed a tuition check made out for the same amount as the down payment on her first home. "\$17,000 a year and they don't even read Plato..." she mimics. The text may be one professor's philosophical yearning for the Great Books tradition of liberal arts, but according to Goodman the subtext reads, "Warning - today's education isn't worth the money."

These interpretations tend to put educators on the defensive. One common reaction shared by both academicians and laymen borrows from the ad hominem argument. Bloom is described as a "cranky curmudgeon" who never listens to, doesn't deserve, and actually hates his students (Goodman, 1987; Kohn, 1987; Menuad, 1987). Yet, there is evidence of Bloom's affection toward his students. Bloom dedicates the book to his students, thanks his students, acknowledges his thirty years teaching experience, and seems to take pride in

asserting his book is written from a teacher's perspective.

"Potential" is his operative word for describing students. When Bloom reminisces about his own initiation to the University of Chicago, he communicates the awe and wonder he would like to grant freshmen:

When I was fifteen years old I saw the University of Chicago for the first time and somehow sensed that I had discovered my life. I had never before seen, or at least noticed, buildings that were evidently dedicated to a higher purpose, not necessarily to utility, not merely to shelter or manufacture or trade, but to something that might be an end in itself...

...For me the promise of these buildings was fully kept...A great university presented another kind of atmosphere, announcing that there are questions that ought to be addressed by everyone but are not asked in ordinary life or expected to be answered there. (p. 243-244)

There is an engaging, if naive, simplicity in Bloom's wish to recapture the university's true purpose, the eternal and lasting questions, the cloistered community of scholars, the friends mutually dedicated to discovering "essential being" - he wants all this for students he imagines tense with both intellectual and physical passion. Bloom doesn't hate his students; he wants his remembered best for them.

Unfortunately, as he himself affirms, Bloom acknowledges only one third of the students, and his beneficence extends to them only. He classifies students into three groups and honors the third he senses are thirsty for knowledge, those who long to become autonomous individuals. His elitism surfaces through his regrets about democracy. Democracy blurs distinction. Equality dictates "college is for everyone," leaving no one really special at Harvard, Yale or

Princeton (p.89). This "democratic blindness" tyrannizes by removing possibilities; it stifles the natural impulse of the soul to fight to be first (p.249-251,329). The failure to perceive differences is the result of being homogenized.

Consequently, students are the same, and they are "nice." Their lack of prejudices aggravates Bloom because it demonstrates their tolerance, their inner directedness, and their sliding scale values. He sees contemporary students as Woody Allen's Zelig, blending in everywhere, "going with the flow" and defending "different strokes for different folks" (p.42,35). This anguish over relativism explains Bloom's appeal to those conservative minds who appreciate "the fixed and true" (Kohn, 1987, p.71). Here, using paradox, Bloom makes his case that this openness is counterfeit: "What is advertized as a great opening is a great closing" (p.34). He explains two opennesses: the false one is only indifference, while the true one is the quest for knowledge and certitude. He indites the ignorance resulting from false openness:

We are like ignorant shepherds living on a site where great civilizations once flourished. The shepherds play with the fragments that pop up to the surface, having no notion of the beautiful structures of which they were once a part. (p.239)

The remedy, according to Bloom, is to close the door opened in the 1960's. "True openness means closedness to all the charms that make us comfortable with the present" (p.42). Bloom's critic Benjamin

Barber sums up Bloom:

Faced with the news of God's death and Truth's uncertainty, mass man in America has simply put his soulless self in God's place, to the peril of learning, philosophy, and civilization. The demise of authority engenders the Revolt of the Masses, whose trivialized mass

culture is at war with everything noble and good. Virtue gives way to utility, reason to passion, good to self-interest (p.63).

Barber continues sardonically, "...because the masses are constitutionally unfit for philosophy, the Truth leaves them defenseless and renders them dangerous" (p.63) What Bloom recommends, according to Barber, is closing the university to the masses.

Surely, this turning back of the clock is inappropriate. Blaming affirmative action for creating dissension on campus, feminism for discrediting great works of literature and politics for invading the ivory tower is inappropriate. Ironically, as Bloom is calling for the Great Books curriculum of Robert Hutchin's University of Chicago in the 1930's, Stanford University's Committee on Undergraduate Studies is approving works of women, minorities, and persons of color for the required Western Culture core. Dropped in 1969, the Western Culture requirement of 15 influential works was reinstated in 1980. Now, its proposed modification to reflect the contributions to culture by women and minorities is considered a normal progression. The Stanford task force on Cultures, Ideals and Values reports that "central to the liberal education of Stanford undergraduates should be the study of diverse ideas and values that have shaped the kind of people we are and the kind of society in which we live" (Beyers, 1987).

In addition to a reactionary view of students and curriculum, Bloom implies a reactionary concept of reading theory. According to Pearson (1988), Bloom would put meaning back into the text itself.

Instructors would teach students the one true meaning from the pages of their books. So much for constructionism.

For developmental educators and learning assistance professionals who have helped open doors for so many students, Bloom's prescription is hard to understand. Yet the hold his book and other books with similar messages have on the public cannot be denied. The return to the liberal arts curriculum (Cohen and Brawer, 1987) and the adoption of the core curriculum reflect this conservative trend. George Will, in a column for Newsweek, asks teachers to transmit "the achievements of the giants of other generations, on whose shoulders we stand" (p. 96).

But I have been trying to talk you out of dismissing Bloom entirely. Perhaps there are lessons to learn from Bloom. A less defensive posture allows an honest look at Bloom and consideration of three criticisms of higher education: relativism, divisiveness, and politicalization. How do they apply to us? We are the ones who must keep the door of opportunity open for our students without closing minds. Within these categories of criticism may lie possibilities for keeping both minds and doors open. The first area is relativism. Bloom argues that students have no sense of the good and the true; for them, the world is level. We heard William Perry describe student's intellectual and ethical development in his keynote address, "Personal Evolution in Learning to Learn," delivered at the annual WCRLA conference two years ago. In his study of Harvard and Radcliffe students, Perry documented stages of development. Students may progress from a dualistic world view, where they accept diversity

and uncertainly, to a personal commitment, which informs their own lifestyle. Thus, they evolve from accepting all information as equally valid to using acquired knowledge to choose from among alternatives (Perry, 1985). We can help our students reach higher stages of intellectual development (Maxwell, 1979, p.204-209).

What we teach can be construed as relative. We teach a content free curriculum. We are managers of learning (Cohen, 1987). The course content itself is irrelevant; we teach students how to learn. We do skills. While we do not support teaching a glob of unsynthesized content, we know Jeanne Chall maintained world knowledge is essential to developing reading and writing skills (Hirsch, 1987,p. 4). Schema theory and critical theories such as constructionism support the importance of learning specific content (Mulcahy, 1987; Blais, 1988). If cultural literacy or a shared cultural vocabulary (Hirsch, 1987) has merit, we might contribute to our colleges or universities by joining forces with content area faculty, emphasizing programs in writing across the curriculum and reading in the content areas. We might promote the transfer of skills to specific disciplines and avoid the fragmentation that comes from treating skills in isolation. This might be our approach in teaching critical thinking and problem solving skills as well.

Besides our students and our course content, we ourselves promote our value free image. Many of us operate like mercenaries on our campuses. Without considering the merit of a student's objective, we hired guns enlist in the battle to help achieve any goal. Whether the skirmish is psyching out a professor, anticipating exam

questions, or getting a grade, when we go to war, we take no prisoners. Perhaps for our learners, we could be more thoughtful role models.

Another criticism found in Bloom's essay and the second key to consider is divisiveness. This he asserts results from departmental squabbling and ends in destroying the campus community. Typically, we have worked on our campuses in basements, trailers, and temporary buildings with students other faculty do not like or have given up on. (Cohen, 1987; Enright and Kerstiens, 1980). We may not participate in our college's culture (Tierney, 1988) or even pledge allegiance to the college mission. We tend to see ourselves apart from that culture and find we have more in common with one another than with faculty from our own institutions. Perhaps we could work more with faculty in order to offer classes which bring reading and writing together (Lewis, 1985; Lewis and Carter-Wells, 1987). We could take part in presenting packaged classes which include learning skills, tutoring, and a content area class. We could even team teach with our colleagues.

Besides our own role on campus, we also have a divisive view of students themselves. We subscribe to individual differences. We celebrate the differences among our students and individualize instruction - both ours and our colleagues'. Yet, not all evidence supports mastery learning, the foundation of our individualized instruction movement (Hagstrom, 1977; Arlin, 1984). The new wave of outcome testing may harm individuals who learn separately and programs that feature differences. Even though we try to hold

instructional goals constant, we are learning content and delivery can be confounded. Most testing methodology assumes commonalities.

Perhaps, besides differences, we could also focus on similarities our students share.

The third area in Bloom's Closing of the American Mind that merits considering is political intrusiveness. The politicalization of the university was Bloom's reason for blaming the civil rights movement of the 1960s for destroying the university. We pander to society, in our own way. When we hesitate to get involved in local testing decisions or when we react by "teaching to the test," we allow those tests to drive curriculum. We forfeit our own expertise and lose the future to factors external to our colleges and universities.

We bury our vision too readily when we are faced with procedural challenges. We focus on logistical problems related to each campus' political process rather than on the findings of academic research (Cohen and Brawer, 1987). For example, abandoning the promise of adjunct courses (Elliott and Fairbanks, 1986; Sanidad, et al., 1986), supplemental instruction, or integrated courses (Denman, 1985) is nearly always due to cost factors - not to effectiveness. Perhaps we could be more creative and resourceful when we stand our ground as developmental educators and learning assistance professionals.

These then may be the blossoms in Bloom. These may help save us from Bloom and doom. Even though his elitist agenda is inappropriate,

Bloom has successfully garnered a new audience and renewed a spirited

dialogue on education. We can find allies among the public,
recognize the new conservatism for what it is and heighten our
contribution to our own colleges and universities. We can share the
keys to knowledge and we can improve higher education without closing
doors.

Thank-you.

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Brigham Young University

Student Life
Counseling and Development Center

WC RLA Minutes
March 21 - 26
Sacramento, California
Attachment CC
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March 15, 1988

Gwyn Enright
Academic Skills Center
College of Arts and Letters
San Diego State University
San Diego, CA 92182-0422

Dear Gwyn:

I am going to have a problem making any of the times you suggested when the board is meeting. My flight is scheduled to arrive in Sacramento at 11:30 a.m. on March 23rd. I checked for an earlier flight that day, but there were none available. I will be unable to arrive a day earlier in Sacramento because of class schedules on campus and budget limitations in my department. My departure from Sacramento will be 4:30 p.m. Saturday, which will not give me much time, if any, after 2:00 p.m. on Saturday. I will try to make part of the Saturday meeting, but as a precaution I am sending you the following written report.

With the Spring 1988 issue of the WCRLA Newsletter I finally got the publication into a form that I am satisfied with. I have made very little change from the format followed by Jane Hopper in previous volumes, but that is because I liked what she was doing. Basically I am depending upon the following features for the Newsletter:

1. A regular article from the president and from the president-elect.
2. Regular articles from the state/regional directors, submitted on a rotating basis according to the wishes of the directors as negotiated each year at the state directors' meeting at our conference. (In this respect, I have written to the directors asking them to be thinking about when they want to submit materials. I would like opportunity at their dinner to have a sign-up sheet circulated for them to indicate their choice of issue.)
3. A regular feature of SIG news. I have also written to the SIG leaders asking for a similar response, which I will gather at the convention or by mail if I do not make contact with all of the SIG directors.

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March 15, 1988
Page Two

4. A regular book and published materials review column edited and mostly contributed by Jane Hopper, who has agreed to do this for the Newsletter. In conjunction with this column I am regularly reminding WCRLA members to send their own professional materials to Jane for review.
5. An evaluations column. The evaluations column has not appeared in the last year, apparently because of a misunderstanding between Carol Walvekar and me. Because of Carol's recent election to the WCRLA board, we may have to make some adjustments for evaluations editor, but I am in touch with her by correspondence and will talk to her further at the conference.
6. A sometimes-inclusion of ERIC Abstracts. These are submitted to me regularly, and I include them when there is space. Because of conference information in the last issue, I did not include ERIC Abstracts but have them available for use in the next issue.
7. Conference News. The Newsletter should have something about the annual conference in every issue. First should come a report in the Summer issue of election results which were reported at the conference; pictures of the newly elected officials, reports on activities of the conference, including a double-paged picture spread of work and fun, and a written report of the conference, prepared by the former president-elect, now president of the association or by the conference committee chair. The Fall issue should have preliminary information about the next conference, at least enough to keep the conference in the minds of members. The Winter issue should contain all of the specific information necessary for members and others to make intelligent choices as they register for the conference. Finally, the Spring issue should feature the keynote and other major speakers at the conference as well as outline the exciting activities to take place in the conference location. Registration materials first printed in the Winter issue should be repeated in the Spring issue.
8. Occasionally special articles should be included in the Newsletter, articles such as "Truth and Critical Thinking" by Jerry Fishman that appeared in the most recent issue. I chose to run this article because of the critical thinking requirement that has been placed on teachers in California schools. In short, critical thinking has become a critical issue among our membership at this time.

March 15, 1988
Page Three

This year's Newsletters were 12 pages long, except for the Fall issue, which was only 8 pages. I would like to be in a position where I would have sufficient materials to justify 12 pages for every issue, with perhaps 16 pages for the Summer issue. I will estimate budget for this kind of expansion when the budget estimates are due for the Summer board meeting.

The biggest problem I have had this year has been adhering to deadlines. The best results I had were with the Spring issue, which was only about a week behind the deadline. Even then I was unable to include an extra article which you (Gwyn) sent to me along with your presidential article. I anticipated the presidential article, but I had committed to the printer sufficient material to make it impossible to make the adjustments necessary to get that extra article in.

The greatest deadline difficulty I had was with the Winter issue, which went out so late that it got mixed up with Christmas mail and suffered an additional delay, putting the Winter and Spring issues about a month apart in publication. Most of the delay was because of difficulties getting the conference information that was absolutely essential to that issue, compounded by additional difficulties which were directly attributable to what I consider to be extremely poor service from the hotel that we selected for this year's conference. I don't know how to solve the problem of people ignoring deadlines except to make a strong plea for everybody to realize that there comes a time when deadlines are inviolable. My willingness to stretch the deadlines to get information is the result of my feeling the Newsletter should be for the members; therefore news is more important than deadlines. However, there comes a time when the deadlines get so late that we might as well skip an issue.

I have thoroughly enjoyed this assignment and hope that you will see fit to allow me to continue at least for another year. (Actually I want five more years, until my retirement from B.Y.U.) My health is basically good after a rough time with back surgery, and I think that things should go much more smoothly in the coming year than they did in the past year. I will be at the conference, although not during the times of your board meeting. Therefore if there are any questions or problems, I will be available to talk with you about them. I will submit a budget in time for your Summer planning meeting.

Sincerely,



Wayne R. Herlin, Editor
WCRLA Newsletter

Encl.

March 21, 1988

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Gwyn Enright, President
Western College Reading & Learning Association
Academic Skills Center
San Diego State University
San Diego, CA 92182

Dear Gwyn:

I look forward to meeting with the Board on Saturday at 2:00.

In reporting the activities of the Awards and Scholarship Committee for the 1987-88 year, I have the following information for your records:

1. Carole Bogue, Michael O'Hear, Carol Walvekar, and Gail Youngquist served with me on the Awards and Scholarship Committee this year.
2. Fund raising for the scholarship fund has been coordinated with Nancy Tooker, the On Site Conference Manager. Activities planned include a Wine Tasting Party, a WCRLA Tee Shirt sale, and a raffle.
3. The committee reviewed applications for the Scholarship, the Research Assistance Award, the Distinguished Research Award and nominations for the Long & Outstanding Service Award. We recommend that the following individuals receive this year's awards.

WCRLA Scholarship (\$500.00): **Beverly Lou Walden Graham**

Beverly is working toward her Doctorate in Education at the University of New Mexico. Her major area of study is Developmental Adult Education, and she is currently piloting a study dealing with cultural differences, self-assessment, and retention. In addition to her activities as a graduate student, Beverly works on campus as a writing specialist and a learning skills instructor. It is clear from Beverly's scholarship application that her interests are well matched with the mission of WCRLA, and her recommendations show that she is already an active contributor to our field. We are pleased to support her professional development.

Research Assistance Award (\$250.00 awarded at beginning of project, with another \$250.00 awarded upon its completion): **Joyce A. Ritchey and Diane J. Starke**

Diane and Joyce propose research that will compare two methods of teaching reading to community college students. Titled HERMANN, Holistic Evaluation of Reading Magazines and Newspapers/Novels, the study will investigate whether holistic or isolated skills methods are most effective

with their Hispanic student population in El Paso Community College. Specifically, the research will determine which method yields greater gains in reading achievement, causes greater improvement in students' attitudes toward reading, and contributes to greater student retention in developmental reading classes. The proposed research will take place during the Fall 1988 semester, and we are pleased to contribute our support.

Distinguished Research Award (honorarium of \$100.00 and plaque):

Michael O'Hear

In the October 1987 issue of Research in the Teaching of English, WCRLA member Michael O'Hear co-authored an article with Richard Ramsey and Valli Pherson titled "Location of Main Ideas in English Composition Texts." The research of these three authors investigated whether the clues that we often teach students to help them locate main ideas in textbook material were actually effective. In the past few years such teaching has been questioned, with some individuals concluding that such clues work only with reading improvement textbooks. In this study, Michael O'Hear and his colleagues examine the efficacy of main idea clues in four English composition texts. Their work demonstrates that the clues are valuable aids for unlocking meaning in academic texts. The evidence presented in this research has significant impact on our work with students, and we wish to recognize Michael O'Hear's contribution to our profession.

Long and Outstanding Service Award **Karen Smith**

(Three letters recommending Karen Smith for this award are attached)

I would be glad to discuss the committee's recommendations as well as our efforts with the Board. In addition, I would like to discuss a new possibility for fund raising in the future. I look forward to meeting with you soon.

Sincerely,



Joyce Weinsheimer, Chair
Awards and Scholarship Committee

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HERMANN:

**Holistic Evaluation of Reading Magazines
And Newspapers/Novels**

**A Proposal
Presented to**

Western College Reading & Learning Association

**Joyce A. Ritchey
and
Diane J. Starke**

**El Paso Community College
P.O. Box 20500
El Paso, TX 79998
December, 1987**

HERMANN: Holistic Evaluation of Reading
Magazines And Newspapers/Novels

The holistic approach teaches reading as a combination of skills rather than a series of isolated skills. In a few cases, this approach utilized news magazines, newspapers, or novels as instructional materials for teaching college developmental reading students. Baechtold, et al (1986) finds news magazines versatile and a natural vehicle for teaching reading comprehension because each article may require a different combination of reading skills. Also, Frager and Thompson (1985) support the use of a news magazine in college developmental reading classes for developing the skills of summarizing, synthesizing, and critical thinking. Hayes (1987) reports that developmental reading students who used news magazines and a novel made significant improvements in reading comprehension. These students also discovered the success and pleasure of having read a complete novel. Ammann and Mittelsteadt (1987) state: "Students often approach standard skills materials carelessly and without interest... even interesting topics usually fail to involve students in the assignment." For these reasons, the authors began using the newspaper and highly recommend this approach for developing comprehension, vocabulary, and motivation. Beals (1984) reports that students who used newspapers more consistently showed more positive changes in newspaper reading behavior, in attitudes toward newspapers and in their interest and knowledge of current events than did students

who had little or no exposure to newspapers in the classroom. Mazur-Stewart (1986) reports a statistically significant attitude improvement after exposure to popular paperback books.

Statement of the Problem

For the past 15 years at El Paso Community College, we have taught developmental reading classes using the isolated skills approach where reading is taught as a series of skills. Students are taught to find main ideas in paragraphs, then major and minor details, then inferences, etc. We are not teaching students to think of reading as a combination of these skills; they do not view reading as a holistic process. We have used different textbooks and a variety of lab materials in our developmental reading classes, but many students are unmotivated and uninterested. In addition, we are dubious that the skills taught in isolation do indeed transfer to "regular" reading material.

As the review of literature indicates, others have found the holistic approach effective. However, there has been no research conducted on a comparison of the two teaching methods. This research will attempt to answer the following questions:

- 1) Which method (holistic or isolated skills) is more effective for teaching reading skills at a large community college with a predominant Hispanic population?

- 2) Which method will yield greater gains in reading achievement?
- 3) Which method will show greater improvement in students' attitudes toward reading?
- 4) Which method will yield greater student retention in developmental reading classes?

Procedures/Methods

HERMANN: (Holistic Evaluation of Reading Magazines And Newspapers/Novels), as our research project is entitled, will consist of two READ 3108 classes (approximately 70 students) using TIME magazine, the El Paso Herald-Post, and a student-selected novel to improve reading comprehension. These classes will focus on the holistic approach to reading using cognitive operations and thinking strategies in exposure to relevant local, national, and international events as well as individual students' special interests.

The other group of classes (70 students) will use the regular college textbook adopted for READ 3108 which emphasizes isolated skills such as main idea, details, context clues, etc. These students will also use the materials in the College Reading Laboratory.

The two groups (holistic and isolated skills) will be relatively comparable in their reading abilities at entry because READ 3108 is designed for students reading between 8th and 10th grade levels as measured by the Nelson-Denny Reading Test Form E (pre-test). Students in both groups will

be post-tested at the conclusion of the semester with the Nelson-Denny Reading Test (Form F) to measure reading achievement. An analysis of covariance will be applied to compare the pre- and post- test scores, with the pre- test as the co-variate and the post-test as the dependent variable. We will be looking for an F-statistic with a probability greater than .05.

Students in both groups will also complete a pre- and post-reading attitudinal questionnaire (to be developed as part of this project). An item analysis will be conducted followed by a narrative analysis of pre-and post- data patterns.

All students' attendance will be monitored closely so that retention data for the two groups can be compared. If/when students stop attending or drop the class, they will be contacted to determine the reason.

This study will take place during Fall semester, 1988. The data analysis will be completed by January 31, 1989

Implications

We hope that our research yields these implications:

- 1) Immersion in reading a news magazine, newspaper and a novel can result in greater reading comprehension than isolated skills instruction.
- 2) Students develop reading habits and interests in current events that will continue after the reading class is completed.

- 3) The holistic reading process and increased knowledge relates to and transfers to students' areas of study.
- 4) Attitudes toward reading become more positive as students become independent and successful readers.
- 5) Individuals' cultural literacy is increased as they are exposed to a variety of subjects and writing styles.

ITEMIZED BUDGET

35 subscriptions to TIME Magazine.....	\$245
35 subscriptions to El Paso Herald-Post.....	\$ 42
Duplication.....	\$ 95
Computer Supplies (ribbons, paper).....	\$ 58
Audio-Visual.....	\$ <u>60</u>
TOTAL	\$500

REFERENCES

- Ammann, Richard and Suzanne Mittelsteadt. "Turning on Turned Off Students: Using Newspapers with Senior High Remedial Readers." Journal of Reading, vol. 30 (May, 1987) pp. 708-715.
- Beals, Paul E. "The Newspaper in The Classroom: Some Notes on Recent Research." Reading World, vol. 23 (May, 1984) pp. 381-382.
- Baechtold, Shirley, Culross, Terrell O. and Gwendolyn Gray. "The News Magazine in the College Reading Classroom." Journal of Reading, vol. 29 (January, 1986) pp. 304-310).
- Frager, Alan M. and Loren C. Thompson. "Teaching College Study Skills with a News Magazine." Journal of Reading, vol. 28 (February, 1985) pp. 404-407.
- Hayes, Christopher G. "Teaching Basic Reading to Basic Writers." Journal of Reading, vol. 31 (November, 1987) pp. 100-108.
- Mazur-Stewart, Marianne. "Bringing Sustained Silent Reading to Developmental Readers." Journal of Developmental Education, vol. 10 (November, 1986) pp. 20-22.

R E S U M E

Joyce A. Ritchey

10312 Byway Drive
El Paso, TX 79925
(915) 598-5210 (Home)
(915) 594-2495 (Work)

EDUCATIONAL BACKGROUND

Bachelor of Arts in Education, University of Texas at
El Paso, 1970.

Master of Education, Reading Specialist Certification,
University of Texas at El Paso, 1980.

Laubach Literacy Action Tutor Certificate, 1985.

TEACHING EXPERIENCE

1980-Present: Instructor, El Paso Community College. 3 1/2
years part-time, 3 1/2 years full-time.
Teaching developmental reading, critical
reading, ESL reading, and spelling.
Voted Outstanding part-time instructor, 1984.
1986-87 served as Reading Discipline
Coordinator which included administrative
duties as well as instructional. Some
functions include: evaluating faculty,
division/discipline committees, in-service
training workshops, monitoring part-time
instructors on/off campus, developing new
courses, developing/revising outlines and
syllabi.

1970-1980 Ysleta Independent School District.
Scotsdale School, Grades 3 and 4.
Eastpoint School, Grade 1.

PROFESSIONAL ORGANIZATIONS

International Reading Association (Local, State, National)
Literacy Committee Chair
National Education Association
Texas State Teacher's Association
Texas Faculty Association
Western College Reading and Learning Association
SIG--Critical Thinking
Texas Association of Developmental Education
Laubach Literacy Action

COMMUNITY INVOLVEMENT

Paso Del Norte Literacy Council
Board of Directors, Secretary
Tutor Trainer, Laubach Literacy Action
El Paso Literacy Coalition
St. Paul's United Methodist Church
Executive Committee, Chair
Sunday School Teacher
Eastwood Heights PTA
Roommother
American Heart Association
Administrative Volunteer

PRESENTATIONS/PAPERS

Western College Reading and Learning Association
Albuquerque, 1987

Texas Association of Developmental Education/Western College
Reading and Learning Association
San Antonio, 1986

RESEARCH

Nelson-Denny Reading Test vs ASSET
Nelson Reading Test vs Nelson Skills Reading Test
Nelson-Denny Reading Test vs Degrees of Reading Power Test
ESL EXPO

REFERENCES

Diane J. Starke
10217 Buckwood Drive
El Paso, TX 79925
(915) 592-4481

Reta Booth
8812 Turrentine
El Paso, TX 79925
(915) 778-0802

Dr. Dennis Brown
El Paso Community College
P.O. Box 20500
El Paso, TX 79998
(915) 757-5014

DIANE J. STARKE
10217 Buckwood Drive
El Paso, Texas 79925

Residence: (915) 592-4481
Business: (915) 594-2461

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ADMINISTRATIVE EXPERIENCE

El Paso Community College, El Paso, Texas

Satellite Center Liaison, 1987-present

- Provide an instructional link between off-campus teaching sites and the Division Office.
- Monitor instruction and give assistance to faculty.

Reading Discipline Coordinator, 1979-1982, 1986-present

- Monitor campus/off-campus instruction.
- Evaluate faculty.
- Conduct discipline meetings, set agendas, and distribute minutes.
- Monitor purchase requisitions and inventories.
- Troubleshoot faculty/student problems.
- Communicate alternative teaching/learning approaches to faculty.
- Conduct orientation workshops for new faculty.
- Evaluate credentials and interview prospective instructors (full-time and part-time).

Coordinator, Master Teacher Project, 1983-1985

- Organized and implemented this professional development project for 29 colleagues.
- Evaluated the project each semester.

Administrative Intern, Instructional Resources, 1982

- Coordinated and evaluated EPCC's initial effort in Computer Assisted Instruction.

TEACHING EXPERIENCE

El Paso Community College, El Paso, Texas

Instructor, 1972-present

- Teach classes in study skills, critical reading, ESL reading, developmental reading, basic composition, and ESL Speech.
- Established original EPCC Reading Lab, 1972-1973.
- Created course outlines and syllabi for six courses.

Laubach Literacy Action, Paso del Norte Literacy Council, El Paso, Texas

Volunteer Literacy Tutor, 1985-present

Tutor Trainer, 1986-present

- Present training sessions to prospective volunteer literacy tutors from the community.

Parchment Public Schools, Parchment, Michigan

Teacher, Grades 1 and 2, 1969-1972

EDUCATION

BA, Michigan State University, 1968.
MA, Western Michigan University, 1972.
15 hours earned toward PhD at New Mexico State University.

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PROFESSIONAL AFFILIATIONS

Western College Reading and Learning Association
Texas Association of Developmental Educators
International Reading Association, Texas State Council, El Paso County Council
- Member of EP Council Literacy Committee
National Education Association, Texas State Teachers' Association, Texas Faculty Association
National Institute for Leadership Development
Laubach Literacy Action

COMMUNITY AFFILIATIONS

President, Paso del Norte Literacy Council
Board member, El Paso Literacy Coalition
Eastwood Knolls Parent Teacher Association
First Presbyterian Church
El Paso Friends of Folk Music

PUBLICATIONS

Reading 3104: Study Skills Units. Des Moines: Kendall Hunt, 1979.

RECOGNITION

- Chosen by FIPSE and AACJC as a "Leader for the 80's," an administrative internship for women, 1982.
- Nominated by EPCC for Minnie Stevens Piper Award for Excellence in Teaching, 1983, 1987.
- Voted "Outstanding Instructor" by students at the Valle Verde Campus, EPCC, 1983.
- Presented papers at several conferences, 1981-present.

REFERENCES

Dr. Dennis Brown, Division Chair
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 757-5014

Ms. Joyce A. Ritchey
Reading Instructor
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2495

Dr. Lella Smith
Dean of Arts and Sciences
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 757-5102

Western College Reading & Learning Association
Scholarship Application
Due Date: January 15, 1988

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Name: Graham, Beverly Lou Walden
Last First M.I.
Address: 2 Junction Lane, Durango, Colorado 81301
Street City State Zip

1. I verify that I am a full time *graduate* student:
a. Name and location of institution: University of New Mexico
b. School and/or department: Educational Foundations
c. Major area of study: Developmental Adult Education
2. What is the goal toward which you are working? I am working toward a Doctor of Education degree. I have found that every course I have taken has helped me do a better job teaching and tutoring at the Learning Assistance Center. I plan to continue working with developmental adults in a teaching capacity while increasing the research studies I have begun to develop.

3. Your graduate "Course of Study" Plan:
Please indicate after each course listed whether it is completed (C), needs to be taken (N), or is in progress (P).
See attached form.

4. Please describe succinctly any volunteer community and/or campus service(s) you have performed which are pertinent to the field of learning facilitator
I work on campus as a writing specialist. In that capacity I teach and tutor developmental college students in an effort to mainstream them into 100 level freshman composition seminar classes. Many of these students are nontraditional and/or minority students. I also teach a learning skills course.

5. Work history data pertinent to the field of learning facilitation (most recent first):

Position	Employer	Inclusive Dates
<u>Writing Specialist</u>	<u>Fort Lewis College</u>	<u>1971-1987</u>
	<u>Intercultural Department</u>	
	<u>Learning Assistance Center</u>	

6. Professional and/or student organizations to which you belong:
Western College Reading and Learning Association
Association of Business Simulation and Experiential Learning
Phi Delta Kappan
7. Please list the years that you were a WCRLA member and note contributions you have made to WCRLA.
I have attended the conferences held in Colorado and New Mexico since 1984.

8. Professional meetings you have attended in the last three years (please list approximate dates):

ABSEL - winter 1985, Orlando WCRLA - spring 1987, Albuquerque
WCRLA - winter 1985, Denver WCRLA - fall 1987, Colorado Springs
WCRLA - fall 1987, Albuquerque

9. Please indicate briefly what you feel WCRLA can do for you.

WCRLA has provided me with fresh ideas to use in the classroom and the
support necessary to carry on developmental work. Contact with others
in the same field has been most beneficial.

10. Please indicate briefly what you will contribute to the field of learning assistance/reading/developmental education, and/or tutoring services.

I am working with the Learning and Study Skills Inventory, piloting
a study dealing with cultural differences, self-assessment, and retention.
Additionally, I have experimented with critical thinking approaches
in writing classes and problem solving in learning classes. I hope to share this
information with others in written form and/or orally.

11. Attached are all documents, transcripts, etc. which verify my grade point average for both undergraduate and graduate work.

BH
Initial

12. I hereby acknowledge that I am a current WCRLA member.

BH
Initial

13. I have not previously received a WCRLA scholarship and understand that if I have, I am not eligible to receive another such award.

BH
Initial

14. Attached are **three** recommendations from faculty and/or supervisory personnel who have knowledge of my experience in the areas related to learning facilitation.

BH
Initial

15. I understand that this application must be fully completed; that all pertinent documents, transcripts, and recommendations must be attached; and that the entire application package must be sent directly to the WCRLA chairperson no later than January 15, 1988.

Should I be selected as a recipient of a WCRLA scholarship, I understand that the announcement will be made at the next spring conference of the organization and the scholarship award will be sent to me upon evidence of enrollment in the graduate program. Furthermore, I agree to submit a written summary of progress in my graduate program to the Board of Directors by March 1 of the following year. I certify that all information herein and attached is correct and complete to the best of my knowledge and belief. I understand that any false or misleading statement or omission of material may be sufficient cause to disqualify this application.

Signature Beverly L. Graham Date January 11, 1988

If you are a scholarship recipient, would you like to give a presentation (workshop, paper, etc.) at the next WCRLA conference? Yes Your response to this question in no way affects your eligibility for a scholarship.
if possible.

Mail to: Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422 (612)624-1666

PROGRAM OF DOCTORAL STUDY

Please list, in the proper section, all courses offered toward degree requirements.

I. TRANSFER CREDIT FROM OTHER INSTITUTION AND/OR UNM MASTER'S PROGRAM (not to exceed 30 semester hours; exceptions may be made for Education majors).

Dept. & Course Number	Title of Course	Credit	Grade	Sem. & Year	Institution
ED 492	Reading in the Content Area	2	A	S'80	Adams State
ED 492	Interpersonal Relations	2	A	S'80	Adams State
ED 492	Crisis Management in Classroom	2	A	S'80	Adams State
* ED 492	Individualized Instruction	2	A	S'80	Adams State
LS 521	Media Selection	2	A	S'81	Adams State
* Hist 499	Contemporary Women's Issues	2	A	S'81	Adams State
ED 492	Media Use and Mgt. Elem./Sec.	2	A	S'81	Adams State
* ENG 365	Ethnic and Minority Lit.	3	A	S'81	Adams State
ED 508	School Law	2	A	S'81	Adams State
ENG 379	Workshop in Writing	2	A	S'81	Adams State
ED 584	Sec. Curriculum/Instruction	2	B	S'81	Adams State
ID. 503	Intro. to Research	2	A	S'81	Adams State
Sp. Ed. 492	Rec. Classroom Mgt. for Exceptional Child.	1	A	S'82	Adams State
ED 479	Current Issues in Education	1	S	S'82	Adams State
Psych. 479	Parent-Teacher Survey	1	S	S'82	Adams State
Hist. 579	Top Co Hist	2	A	S'82	Adams State

*Courses fulfilling requirements for Minor or Supporting Program

II. MAJOR PROGRAM. List all (other) graduate credit courses, and dissertation, completed or to be completed in major program at the University of New Mexico.

Dept. & Course Number	Title of Course	Credit	Grade	Sem. & Year	Instructor
EF 510	Seminar in Classroom Learning	3	A	Sp'87	Moellenberg
EF 501	Fund. Statistics in Education	3	A	Sp'87	Martinez
EF 603	Statistical Design and Analysis	3	A	Su'87	Wilde
EF 403	Principles of Human Development				
EF 650	Dissertation Seminar	3		Su'88	Reese ATKINS
EF 696	Internship	3		F'87 Sp'88	Deese
EF 598	Directed Readings ^{Education 111} Philosophy of Ed.	3		F'88	Zepper Martinez
EF 504	Mn/Fram Compu Use-Ed.	3		Su'88	Vierra, A.

(continue on next page)

CENTER FOR ACADEMIC PROGRAM SUPPORT

GENERAL LIBRARY, UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NM 87131 505-277-7208

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Joyce:

It is with great pleasure that I recommend Beverly Graham as a recipient of the WCRLA Scholarship. I supervised Beverly during the Fall 1987 semester when she completed a six-hour internship at Fort Lewis College in Durango, Colorado. Beverly has the unique opportunity to work with a large population of Native American students as well as with some Japanese students. I applaud Beverly's interest in a critical thinking approach to study skills instruction. I believe that she was several research possibilities from the work that she completed during her internship. Her academic interests are very well matched with the purpose and mission of WCRLA.

I have also known Beverly as a WCRLA member. I was pleased to see her at the Colorado State Meeting held in October 1987 in Boulder, Colorado. In my opinion, Beverly is engaged in the type of profession studies that will lead to her contribution of information to the Association.

If I can provide any additional information, please contact me at the address below. I fully support her scholarship application.

Sincerely,

Susan Deese
(Asst Prof of Librarianship/Adjunct Asst Prof Ed Fdn)
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico 87131

505-277-7208

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FORT LEWIS COLLEGE

January 7, 1988

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Dr. Weinsheimer:

Beverly Graham has asked that I write a letter supporting her application for a WCRLA scholarship.

I have worked closely with Mrs. Graham for ten years and have tremendous respect for her abilities. She was an English language instructor for Native American and foreign students for four years and for the past several years, she has been an instructor with the Learning Assistance Center.

In that capacity, Mrs. Graham has taught "Writing Lab," "Learning Skills," and has assisted numerous students in improving their writing skills. She has a teaching style that is most successful and non-threatening to struggling students. She instills a confidence that carries over to all areas of college academic life.

The research that Mrs. Graham conducts in relation to the area of learning facilitation will be most valuable to the students at Fort Lewis College. We have many who enroll each semester who do need developmental services, so her contribution will certainly make significant impact.

Sincerely,

Dr. Mary Jean Moseley, Director
Division of Intercultural Studies
Room 120 MSC, Fort Lewis College
Durango, Colorado 81301
(303) 247-7221

MJM:es

December 22, 1987

Ms. Joyce Weinsheimer
Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Ms. Weinsheimer:

With this letter I am recommending that Beverly Graham be awarded the WCRLA scholarship. For the past five years Mrs. Graham has been the writing specialist in the Learning Assistance Center at Fort Lewis College. She is one of the most caring and conscientious teachers whom I have known. Two of her major responsibilities have been instructing a developmental writing class and a study skills class. The evaluations prepared by students in both these classes consistently are excellent. In addition, those students who enroll in freshman composition after working with Beverly have a better success rate than the average freshman.

I particularly appreciate Beverly because she continually seeks to improve herself and her class presentations. Last winter she began work on her doctoral degree at the University of New Mexico. This year in her writing class she revised the curriculum. She has earned the respect of her peers and her students.

I recommend Beverly Graham to you without reservation. She would be an excellent choice to receive the award.

Sincerely yours,



Robert P. Lundquist, Director
Learning Assistance Center

RPL:pm

ISSUED TO: STUDENT

THE UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico 87131

ACADEMIC RECORD OF GRAHAM, BEVERLY LOU 340307821
(LAST NAME FIRST) (STUDENT NUMBER)
ENTRANCE 2 JUNCTION LANE
ADDRESS DURANGO CO 00000
DATE OF BIRTH 02/04/36
ENTRANCE DATE 01/19/87 SEX FEMALE

DEPT	COURSE NO	COURSE TITLE	GR	CREDIT	POINTS	DEPT	COURSE NO	COU
SPRG 1987 GRAD-POST MASTER 340307821								
EDUC	572	TEACHING ADULTS	A	3	12			
CIMTE	432	TCH ENGL AS SEC LANG	A	3	12			
ED FDN	501	FUND STAT IN EDUC I	A	3	12			
ED FDN	510	SEM CLASSRM LEARNG	A	3	12			
SEM 12 48 4.0000								
SUM 1987 GRAD-POST MASTER 340307821								
CIMTE	593	T/LITERACY-ADULT ED	A	3	12			
ED FDN	503	STAT DSSN/ANAL IN ED	A	3	12			
TOE	500	ADV INSTRUCT STRAT	A	3	12			
SEM 9 35 4.0000								

COURSE PREFIX		COURSE NUMBER	COURSE TITLE	SECTION NUMBER	GRADE	CREDIT	POINTS	GRADE	POINTS	LANDED	LANDED
										HOURS	HOURS
340-30-7821 GRAHAM, BEVERLY LOU 1 GRAD F											
FINAL FALL 1987											
EDUC	571	THE ADULT LEARNER	001	1/	3						
ED FDN	696	INTERNSHIP	005	1/	0						
						SEM	0	0	0.0000		
						CUM	21	64	4.0000	21	

GRAHAM, BEVERLY LOU
2 JUNCTION LANE
DURANGO CO 81201

THE UNIVERSITY OF NEW MEXICO - OFFICE OF ADMISSIONS & RECORDS
ALBUQUERQUE, NEW MEXICO 87131

STUDENT GRADE REPORT
GRADE SYSTEM IS ON BACK

6

2

REMARKS

FACULTY ACTION

GRAHAM, BEVERLY LOU

340307821

NAME

STUDENT NUMBER

OFFICE OF ADMISSIONS AND RECORDS

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Supplementary Information Concerning Transcript

Beginning with the fall semester 1977, credits are recorded in semester hours unless otherwise noted. One semester hour is equal to one recitation period for one semester of approximately 15 weeks. The normal student load per semester is 15 semester hours. A minimum of 120 semester hours of academic credit plus 4 semester hours in physical education activities is required with a Bachelor of Arts or Bachelor of Science degree. A minimum of 30 semester hours of credit at the graduate level is required for the Master of Arts degree.

Prior to fall semester 1977, credits are given in quarter hours unless otherwise noted. One quarter hour is equal to one recitation period for one quarter of approximately twelve weeks. The normal student load per quarter was 15 quarter hours. A minimum of 180 quarter hours of academic credit plus 6 quarter hours in physical education activities was required for the Bachelor of Arts degree. A minimum of 45 quarter hours of credit at the graduate level was required for the Master of Arts degree.

Key to Grades: Until 1933, the following system was used: E-excellent (3 honor points per credit); S-strong (2 honor points per credit); M-medium (1 honor point per credit); I-inferior (no honor points per credit); U-unsatisfactory (no honor points); Dr-dropped; Inc-incomplete. In 1933, the grading system was changed to the following: P-passed; U-unsatisfactory; Inc-incomplete; Dr-dropped. No honor points were given. In 1934, the grading system was changed to: A-superior (3 honor points per credit); B-above average (2 honor points per credit); C-average (1 honor point per credit); D-below average but passing (no honor points); F-failure; Inc-incomplete; W-withdrawal nonpunitive; WA-approved withdrawal; WU-unapproved withdrawal; WP-withdrawal passing; WF-withdrawal failing. In 1948, the honor point system was changed to: A-4 credit points per hour; B-3 credit points per hour; C-2 credit points per hour; D-1 credit point per hour; F-0 credit points; CR-credit earned; S-satisfactory; U-unsatisfactory; NCR-no credit earned; NCD-no credit desired; AUD-audit. S grades received in any education class are considered a C or above. Beginning fall 1978, withdrawals are given a "W" grade (with no penalty). Beginning summer 1982, the following changes were made: IN-Incomplete; NC-No credit.

Repeated courses are lined through and indicated with an 'R.' Only the last repeat is considered a part of the student record.

Courses numbered 100 and 200 are lower division; courses numbered 300 and 400 are upper division; courses numbered 500 and 600 are graduate courses.

Undergraduate courses with an asterisk at the end of the line are taken for graduate credit. Beginning with spring quarter 1972, graduate credit is indicated after the course department and number as 'GR.'

Beginning with the summer quarter of 1975, the following conditions were printed for graduate classes: (1)GR-R-D Graduate work taught by resident faculty, course may be used for degree credit; (2)GR-R-N Graduate work taught by resident faculty, course may NOT be used for degree credit; (3) GR-A-D Graduate work taught by adjunct faculty, course may be used for degree credit; (4) GR-A-N Graduate work taught by adjunct faculty, course may NOT be used for degree credit.

Each student is entitled to one free transcript. Additional copies are \$2.00 each.

COURSE		GRADE	CREDIT	TRM	YR	QTR	ACCUM	QTR	YR	QTR	ACCUM
42085 GRAHAM BEVERLY LOU				SUMMER	TRM	1981					
4157	499	GR-R-D	CNTMP WOMENS ISSUES					#1.0	FNE A	4.0	
4206	51							13.0	15.0	16.0	
4210	6-81										
440-00-7821 GRAHAM BEVERLY LOU				SUMMER	TRM	1982					
417	579	R-D	TOP COLO HISTORY					2.0	A	8.0	
418	479	GR-R-D	PARENT-TEACH SUR.					1.0	S	0.0	
419	479	GR-R-D	CURR ISSUES IN ED					1.0	S	0.0	
420	482	GR-R-D	REC CLSRM MGMT EX CH					2.0	A	8.0	
								6.0			
		4.0						16.0			

1 Sem. Hr. Credit—1 Rec. Per Wk. for 16 Wks. A—Marked Superiority; B—Above Average; C—Average; D—Below Average; F—Failure; INC—Incomplete; W—Withdrawal, No Penalty. Honor Points per Credit Hr. and Grade: A—4; B—3; C—2; D—1; NCD—No Credit Desired; S—Satisfactory; U—Unsatisfactory; CR—Credit Earned;

GRAHAM, BEVERLY L.
M.A. DEGREE:
CURRICULUM PATTERN:
SCHOLASTIC INDEX:

7/23/82
SECONDARY EDUCATION - ENGLISH:
5.93

The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Educational Rights and Privacy Act of 1974 prohibits the use of this information without the student's consent. Please return this document to us if you are unable to comply with this request.

Student is in good standing and is entitled to Honorable Dismissal unless otherwise indicated.

Not valid as an official transcript without the seal of the college and the signature of the registrar.

Wayne S. Harley
Registrar

Date: OCT 01 1985
DEAN OF ACADEMIC SERVICES

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EXPLANATORY NOTE

GRADE EXPLANATION

THE FOLLOWING GRADES ARE INCLUDED IN THE
CALCULATION OF GRADE POINT AVERAGES:

GRADE	GRADE PTS. PER HOUR
A - EXCELLENT	= 4
B - GOOD	= 3
C - FAIR	= 2
D - PASSING	= 1
E - CONDITION	= 0
F - FAILURE	= 0
I - INCOMPLETE	= 0 (UNTIL REMOVED)
WF - WITHDREW FAILING	= 0

THE FOLLOWING GRADES ARE NOT INCLUDED IN
THE CALCULATION OF GRADE POINT AVERAGES:

X - CREDIT IN THE CREDIT-NO CREDIT PROGRAM
Y - NO CREDIT IN THE CREDIT-NO CREDIT PROGRAM
L - REGISTERED FOR AUDIT - NO CREDIT
P - PASSING (SEE NOTE BELOW)
S - SATISFACTORY PROGRESS
N - NO GRADE REPORTED BY INSTRUCTOR
WP - WITHDREW PASSING
W - WITHDRAWAL

SPECIAL SYMBOLS

H - HONORS	G - GRADUATE CREDIT	3 - COURSE TAKEN AT THE PIQUA ACADEMIC CENTER
U - UNDERGRADUATE CREDIT		4 - COURSE TAKEN AT THE HAMILTON CAMPUS
1 - COURSE TAKEN AT THE MIDDLETOWN CAMPUS		R - REPEAT
2 - COURSE TAKEN AT THE NORWOOD ACADEMIC CENTER		

THE GRADE "P" (PASSING), NO SPECIFIC GRADE, IS GIVEN IN STUDENT TEACHING. UNTIL SEPTEMBER, 1960, IT WAS ALSO GIVEN FOR SERVICE COURSES IN PHYSICAL EDUCATION FOR MEN AND OCCASIONALLY IN OTHER COURSES. MIAMI UNIVERSITY HAS NEVER ADOPTED PERCENTILE EQUIVALENTS FOR LETTER GRADES. BEGINNING IN SEPTEMBER, 1970, "P" GRADES WERE GIVEN FOR THESIS AND DISSERTATION COURSES. AT THE SAME TIME, GRADES RECEIVED IN BASIC PHYSICAL EDUCATION COURSES WERE CALCULATED IN THE TERM AND CUMULATIVE AVERAGES.

THE GRADE POINT AVERAGE REQUIREMENT FOR A FRESHMAN IS 1.7, OR A 2.0 FOR ALL STUDENTS HAVING EARNED OR ATTEMPTED 39 OR MORE CREDIT HOURS AT MIAMI OR ELSEWHERE. A STUDENT FAILING TO MEET THE MINIMUM GRADE REQUIREMENTS IS PLACED ON ACADEMIC PROBATION. AFTER THAT, HE IS SUSPENDED OR DISMISSED DEPENDING UPON WHETHER IT IS THE FIRST OR SECOND SUSPENSION.

CREDIT: MIAMI UNIVERSITY OPERATED ON THE SEMESTER SYSTEM UNTIL SEPTEMBER, 1965, AT WHICH TIME IT SWITCHED TO THE TRIMESTER SYSTEM EACH TERM BEING 15 WEEKS IN LENGTH WITH THE THIRD TRIMESTER BEING SPLIT INTO TWO $7\frac{1}{2}$ -WEEK TERMS UNTIL 1968 WHEN THE TERM WAS SPLIT INTO THREE 5-WEEK TERMS. BEGINNING IN SEPTEMBER, 1969, MIAMI CHANGED TO THE QUARTER SYSTEM, A QUARTER BEING 11 WEEKS IN LENGTH EXCEPT FOR THE FOURTH QUARTER, EACH TERM BEING 5 WEEKS IN LENGTH. ONE QUARTER HOUR IS EQUIVALENT TO $\frac{2}{3}$ OF A SEMESTER OR TRIMESTER HOUR. ONE SEMESTER OR TRIMESTER HOUR IS EQUIVALENT TO $1\frac{1}{2}$ QUARTER HOURS.

CLASS HOURS ARE 50 MINUTES, AND LABORATORY HOURS 110 MINUTES IN SOME DEPARTMENTS AND 170 IN OTHERS.

COURSE NUMBERS: PRIOR TO SEPTEMBER, 1949, COURSES WHICH RAN THROUGH THE YEAR AND DID NOT YIELD CREDIT FOR A SINGLE SEMESTER WERE GIVEN NUMBERS ENDING IN ZERO. THUS

ADMITTED FROM
 HIC H SCHOOL
 TRANSFER FROM
 ADMITTED TO GRADUATE
 STANDING ON BASIS OF
 PROVISO TWP, MAYWOOD, ILLINOIS

SEMESTER		1ST	2ND	1ST	2ND	1ST	2ND	1ST	2ND
HOURS ADDED FOR YEAR		19	19	19	19	19	19	19	19
ASSEMBLY ABSENCE									
HOLIDAY ABSENCE									

H. S. SUBJECTS
 ENGLISH
 French
 Spanish
 Wild Hst
 U S Hst
 Sociology
 Algebra
 Geometry
 Gen Sci

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER, 1953-54				
FR 201	SECOND YEAR FRENCH	3	C	6
MUS	WOMENS CHORAL SOC	1	A	4
PED 101	GYMNASIUM 1ST 9 WKS		B	
PED 101	GYMNASIUM 2ND 9 WKS		B	
ENG 101	FRESHMAN COMP	3	B	9
ART 111	ART THEORY	3	B	9
MUS	VOICE	15	B	45
BOT 101	GENERAL	4	B	12
		155	155	445
SECOND SEMESTER, 1953 54				
ART 112	ART THEORY	3	C	6
MUS	VOICE	15	A	6
MUS	WOMENS CHORAL SOC	1	A	
PED 102	GYMNASIUM 1ST 9 WKS		B	
PED 102	GYMNASIUM 2ND 9 WKS		B	
BOT 102	GENERAL	4	C	8
ENG 102	FRESHMAN COMP	3	B	9
FR 202	SECOND YEAR FRENCH	3	C	6
		145	145	350

Hrs. att 30 Pts 795 Cum. 2650

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER, 1954-55				
PED 201	GYMNASIUM 2ND 9 WKS		B	
PED 201	GYMNASIUM 1ST 9 WKS		B	
ENG 231	ADVANCED COMP	2	B	6
BOT 231	ECONOMIC	3	B	9
ENG 201	GREAT WRITERS	3	C	6
PSY 201	GENERAL PSYCHOLOGY	3	B	9
MUS	VOICE	3	B	9
FR 301	17TH / 18TH CENT LIT	3	B	9
MUS	WOMENS CHORAL SOC	1	A	
		170	170	480
SECOND SEMESTER, 1954-55				
BOT 232	ECONOMIC	3	B	9
REL 102	LIFE / TCHGS JESUS	3	B	9
ENG 232	ADVANCED COMP	2	C	4
FR 302	19TH CENT LIT	3	B	9
ENG 202	GREAT WRITERS	3	C	6

SCHOOL OR COLLEGE OF
 Arts & Science
 MAJOR OR FIELD OF CONCENTRATION
 ENGLISH
 DEGREE
 BACHELOR OF ARTS
 GRANTED HONORS
 RANKED 95 IN CLASS OF 265

COURSE	TITLE	SEM. HOURS	GRADE	POINTS
FIRST SEMESTER 1955-56				
LNG 261	PRON FOREIGN LANG	2	B	6
ENG 441	18TH CENTURY LIT	3	B	9
MUS	A CAPPELLA	1	A	
MUS	VOICE	3	A	12
EC 11	PRINCIPLES OF A	3	B	9
PHL 11	INTRO TO PHILOS	3	B	9
ENG 301	SHAKESPEARE	3	B	9
		170	170	540
SECOND SEMESTER, 1955-56				
MUS	VOICE	3	A	12
ART 242	ART HISTORY	2	A	8
ENG 362	ENGLISH NOVEL	3	B	9
PHL 342	AESTHETICS	2	A	8
HST 336	MODERN LATIN AMER	3	C	6
EC 12	PRINCIPLES OF B	3	C	6
LNG 262	PRON FOREIGN LANG	2	B	6
MUS	A CAPPELLA	1	A	
		180	180	550
SUMMER 1956 (1ST TERM)				
ENG.341	MODERN DRAMA	3	B	
MUSIC	VOICE	1.5	A	
SOC.361	FAMILY & MARRIAGE	3	B	
SUMMER 1956 (2ND TERM)				
ENG.375	THE MODERN NOVEL	3	B	
ENG.491	THE 17TH CENTURY	3	C	
MUSIC	VOICE	1.5	A	
FIRST SEMESTER, 1956-57				
PHL 392	PHIL OF RELIGION	2	D	2
HST 331	SOC INTELL AMER	3	B	9
MUS	A CAPPELLA	1	A	4
F A 11	WESTERN ART & MUSIC	3	B	9
MUS	VOICE ADV	3	A	12
MUS 131	INTRO POP CONC LIT A	2	B	6
		140	140	420
SECOND SEMESTER, 1956-57				
EN 372	RUSSIAN LIT	3	B	9
MUS	A CAPPELLA	1	A	
MUS	VOICE ADV	3	A	12
		60	60	210

Hrs. att 99 Pts 288 Cum. Av 2.712

Hrs. att _____ Pts _____ Cum. Av _____

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REMARKS
 FILE #
 FACULTY ACTIONS
 6-10-57 - Alice Mattmueller
 Alexander Award - outstanding singing
 1-17-56 - Granted credit for 1 sem. of
 2-7-56 - Permitted to carry 19 hours 2n
 3-5-57 Granted cr. for 1 sem. only of F



University of Northern Iowa

Academic Advising Services

Student Services Center
Cedar Falls, Iowa 50601
Telephone (319) 273-6023

December 10, 1987

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Joyce Weinsheimer, Chair
WCRLA Awards and Scholarship Committee
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55455

Dear Joyce:

I understand that Karen Smith has been nominated for WCRLA's 1988 Long and Outstanding Service Award. Hurrah! Karen certainly deserves this recognition!

Not only has Karen devoted herself to official duties of all kinds, including those of president, but she has also performed these duties with such poise that she draws very little attention to herself. All who have worked with her would agree that she sacrifices her own time, interests, and personal funds for the good of the cause and never, never allows glory to accrue to her person.

I was a facilitator in Karen's Center for Learning Assistance at NMSU during the year of her presidency. (It was Sue Brown and Patti Glenn who told us Karen was an officer of this national organization; Karen herself said she was "a member.") Karen told all of us the good news that membership in WCRLA provides a kind of post-graduate education in learning center assistance and management; she shared with us the Proceedings, marking current articles and referring us to her shelf of back copies; she involved us in the plans for the national conference and urged us all to go. There was no doubt in our minds that the professional organization was WCRLA.

With her interest in excellent research, practical application, and lively presentation, Karen Smith exemplifies WCRLA. She has shown many of us how to merge our institutional and professional responsibilities, and she deserves to be rewarded for her service.

Sincerely yours,

Karen S. Agee

P.S. It is a pity that although we seem so close on the map, we get together only once a year, Joyce. As a matter of fact, I can thank Karen Smith for that, too; if it were not for her influence, I would not have joined WCRLA several years ago, and then I would not have gotten to meet you even once a year! Take care of yourself and yours, Joyce.

CENTER FOR LEARNING ASSISTANCE

Box 5278/Las Cruces, New Mexico 88003
Telephone (505) 646-3136



December 8, 1987

Joyce Weinsheimer
Program Director
Learning & Academic Skills Center
104 Eddy Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dear Joyce:

I am writing to nominate Karen Smith for the WCRLA Long and Outstanding Service Award. I know that Karen has been an active member of WCRLA for over ten years; I am not sure of the exact figure. During her years as a member, she has been an energetic and dedicated worker in the learning assistance field primarily through her involvement in WCRLA.

When I first came to work at the Center for Learning Assistance here at New Mexico State, Karen was just beginning the presidential cycle. Hundreds of hours were devoted to making the Portland conference of 1983 an outstanding one. Karen helped to organize, refine and document the conference process as she always does when she takes on a job. She has compiled guidelines that I'm sure have been invaluable to those who followed her.

After completing the presidential cycle (no small feat) Karen is now serving as WCRLA Archivist. Although I didn't know Karen prior to 1982, I suspect that she held other positions prior to that. I do know that she was our New Mexico/Texas state director sometime in the late seventies.

To conclude this nomination, Karen has brought dynamic and selfless leadership and devotion to WCRLA for many years. I know I speak for many other WCRLA members who would like to see her efforts recognized.

Sincerely,

A handwritten signature in cursive script that reads 'Patricia Glenn'.

Patricia Glenn



ACADEMIC SKILLS CENTER
COLLEGE OF ARTS & LETTERS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182

(619) 265-5477

January 22, 1988

Joyce Weinsheimer
Learning and Academic Skills Center
104 Eddy Hall
University of Minnesota
Minneapolis, MN 55455

Dear Joyce:

I would like to recommend Karen Smith receive the long and outstanding service award at this year's WCRLA conference. Karen has been a long time contributor to the Western College Reading and Learning Association. She has presented at many WCRLA conferences and has had excellent articles published in the Ninth WCRA Proceedings (1976) and in the Eleventh WCRA Proceedings (1978). She served as New Mexico's State Director in 1978. Karen served as WCRLA President in 1984 and has continued to contribute to WCRLA as Past President. She serves as WCRLA Archivist today. In addition, she continues to participate in the annual conferences. In addition to volunteering to chair conference sessions, last year she presented a session titled "Learning Assistance Outreach: An Example, Graduate Assistant Orientation and Training Program."

Besides long service to WCRLA, Karen has also contributed outstanding service. A true professional, she consistently contributes more than 100% to WCRLA. As President, she saw us through a difficult time in WCRLA's history. One of the most successful innovations, the WCRLA Special Interest Groups, were started and nurtured during Karen's tenure as President. As a Past President, she continues to support other WCRLA officers. She helped with the theme and the concept of the 20th reunion of WCRLA last year in Albuquerque. In addition to formal and visible contributions, Karen has informally mentored and encouraged quality young professionals to become involved in WCRLA.

Karen has given of herself to WCRLA for over twelve years and is an example of the kind of colleague I imagine when I think of the long and outstanding service award recipient.

Sincerely,

Gwyn Enright

Location of Main Ideas in English Composition Texts

Michael F. O'Hear, Indiana University—Purdue University
 Richard N. Ramsey, Indiana University—Purdue University
 Valli E. Pherson, Indiana University—Purdue University

Abstract. Developmental reading texts usually list a variety of clues for finding main ideas. However, there has been minimal research to support the validity of clues offered. In fact, only one study (Ashton, O'Hear, & Pherson, 1985) has examined the usefulness of main idea clues with college textbook material, and that study is limited to sociology texts. The present study examines the efficacy of main idea clues in four English composition texts. The researchers found and logged main idea statements, then tallied the main idea clues used by textbook authors. Finally, they compared their results with those of Ashton, O'Hear, and Pherson. They concluded that main idea clues listed in developmental reading texts work equally well with composition and sociology textbooks.

Locating main ideas has long been an important skill taught in college developmental reading courses. However, since Braddock's (1974) study indicated that professional writers frequently did not use topic sentences, there has been some question of the value of teaching students to find main ideas. Until recently, there was no study of the usage of explicitly stated main ideas in college textbooks or of the value of clues for identifying main ideas. If, however, college texts do employ formal statements of main ideas and structural features that help to locate these main ideas, readers may find knowledge of these features useful for text analysis. The purpose of this study is to investigate both the existence of formal main idea statements and the appearance of clues helpful to locating these statements in English composition texts.

In this study, the focus is on textual features and not on how students, when (or if) they identify these features, use them to arrive at understanding. We hypothesize that recognition of main idea statements and the clues for locating them, insofar as they exist, can aid students in unlocking composition text meaning. However, our emphasis is not on whether students use main ideas and the clues for finding them, or on how this meaning-creation process is carried on. Rather, our concern is whether main idea statements and clues exist in English composition texts.

Review of the Literature

A review of the literature on main idea clues in college texts reveals strong agreement on the importance of main ideas, but some disagreement about the frequency with which they are explicitly stated. Indeed, several studies, most notably Alexander (1976) and Axelrod (1975) argue for the importance of students learning to find main ideas. Others, including Moore and Readence (1983) indicate that no conclusive evidence exists on the validity of teaching students specific skills, such as locating main ideas.

Only three studies seem to bear on the topic covered here—the existence of main idea statements and clues. Braddock (1974) argues that a clear statement of main idea is rarely used by authors. However, his study dealt with articles which initially appeared in popular magazines, not textbooks. His study emphasized position clues because English composition texts made frequent reference to placement of main ideas in expository prose. He found that position clues were rarely effective with the articles he used. However, Braddock made it clear that his results might not be valid in dealing with other types of exposition.

In a more recent study of methods for teaching reading, Moore and Readence (1980) claim that main idea statements seldom occur in "general prose"; they maintain that clear main idea statements exist for the most part only in reading improvement materials. However, they cite no proof for their contention beyond the Braddock study. Indeed, if their view were valid, then main idea clues would have little value in dealing with college textbooks. Their contention is in direct conflict with the findings of the most recent study of main ideas in college textbooks (Ashton, O'Hear, & Pherson, 1985). This study indicates that main ideas are directly stated in sociology texts and that clues for finding main ideas exist.

The Ashton et al. study (1985) attempts to validate each clue for locating main ideas mentioned in reading/study skill textbooks. As that study points out, reading/study skill texts themselves have little agreement about which clues, beyond those of first and last positions in paragraphs, really are effective in helping identify main ideas. Most texts include one or more clues beyond that of position; however, there is no general agreement on what these clues are.

Ashton et al. (1985) compiled all clues listed for main ideas in 13 randomly selected reading/study skills texts (Listing of the reading/study skill texts used appears in the Appendix to this article.) and applied them to chapters on culture, the family, and social inequality from three of the best-selling sociology textbooks. They found that all main idea clues listed in reading/study skill texts worked. However, the importance of the various clues was, in many cases, different from that indicated by reading/study skill textbooks. Ashton et al. found that one clue mentioned in only one text (second position)

deserved much greater emphasis because it was used so frequently, and they discovered a clue unmentioned in the reading/study skill texts (question/answer). The existence of clues (with the percentage of paragraphs in which each was used) as cited in this study was as follows: examples (67.8 percent), first position (52.9 percent), repetition (36.6 percent), key words/numbers (25.2 percent), subheadings (25.1 percent), last position (18.8 percent), second position (15.9 percent), highlighting (11.8 percent), question/answer (5.7 percent).

Another significant finding in this study was that few paragraphs lacked explicitly stated main ideas (4.6 percent). The researchers concluded that it seemed to be insignificant to warn students of this possibility. Further, the possibility that main ideas would appear in sentences other than the first, second, or last was so negligible (7.7 percent) that it also seemed insignificant to mention this possibility to students. Finally, they found that most paragraphs had two or more clues to point students toward main ideas.

Ashton et al. (1985) give a cautionary statement similar to that of Braddock (1974)—that their findings apply to only one type of textbook and indicate the need for research with other types of text.

Purpose

The purpose of this study was to replicate the work of Ashton et al. (1985) using English composition textbooks to see whether the clues listed in that study had any applicability beyond the social sciences.

This research then is an attempt to find answers to the following questions. First, do most paragraphs in English composition texts have stated main ideas? If so, where are main ideas located in individual paragraphs in English composition texts? Second, how well do the other clues cited in the Ashton et al. (1985) study work with English composition texts? Third, are multiple clues for finding main ideas present with any frequency in English composition texts? Finally, how comparable are results of this study to those of the Ashton et al. study?

Procedure

For this study the researchers used four current textbooks for introductory composition courses, all of which have long lists of adoptions (Bridges & Lunsford, 1984; Dougherty, 1985; Kinneavy, McCleary, & Nakadate, 1985; Lauer, Montague, Lunsford, & Emig, 1985). These texts will hereafter be referred to by name of primary author. From each text, the researchers picked chapters dealing with expressive writing and persuasion, two major topics for most first-year composition courses. In these chapters, text, but not sample compositions, was examined. The researchers, working indepen-

dently, went through each paragraph locating main ideas. They tabulated the sentence position where each formal main idea occurred. Paragraphs with no main idea were also tabulated. In each paragraph, clues used to indicate main ideas were logged.

At this point, the researchers, following guidelines established by Borg and Gall (1979), compared findings, discussed areas of disagreement, and revised criteria for formal main idea identification as needed. Borg and Gall suggested that a 70 percent agreement rate is needed to establish inter rater reliability. In this study, the rate achieved was far higher (87.4 percent). In fact, the main area of disagreement occurred where a main idea was stated as a generalization in the first sentence of a paragraph, and then restated in more specific terms in the second sentence. Though both statements fit the formal definition of main idea, one researcher preferred the more generalized form while the other preferred the more specific statement.

Main idea location data for both chapters within each book were analyzed to see whether position clues were used consistently by the authors. Finally, data from this study of composition texts were compared to those obtained in the Ashton et al. study of sociology texts.

The definition used for formal main idea is the same as used in the Ashton et al. study (1985). Main idea is defined as that sentence which is general enough to include all of the information provided in a paragraph, but not so general as to be useless to those trying to understand the paragraph. Main idea is not a question because, although a question can focus on the subject of a paragraph, it contains no controlling idea to establish what is said about the subject. Main idea, then, must be a statement, not a question. It must contain a subject and a controlling idea, a statement on what is being said about the subject.

Results

Table 1 shows the breakdown on location of main ideas in the paragraphs of the textbooks cited. Main idea was in the first position over 53 percent of the time in each book. Only in Dougherty (1985) does the main idea appear in the first position to a widely different degree. And this discrepancy only serves to reinforce the importance of first position. Second position, a position which the Ashton et al. study (1985) indicated as important, occurs frequently in these composition texts too. Surprisingly, last position and no main idea stated ran about the same frequency. However, the reason for this discrepancy is accounted for easily. In replicating Ashton et al., the researchers needed to limit categories to those used in that study. If they had used an additional category for split main ideas (paragraphs in which the main idea was split, occurring partly in one sentence and partly in another), the number of paragraphs without main idea statements would have more closely

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Table 1
Position of Main Ideas in Composition Texts

	Percent of Paragraphs				
	First	Second	Last	Other	Not Stated
Bridges <i>n</i> = 132	55.3	21.2	12.1	4.5	6.8
Dougherty <i>n</i> = 125	72.0	8.8	8.0	2.4	8.8
Kinneavy <i>n</i> = 128	59.4	15.6	13.3	4.7	7.1
Lauer <i>n</i> = 168	53.6	14.3	9.5	2.4	20.3
Total <i>N</i> = 553	59.5	15.0	10.7	3.4	11.4

resembled the results of Ashton et al. Braddock (1974) did use the additional category of delayed completion, which would have accounted for these cases.

Typical of the split main idea paragraphs were many of Lauer's (1985) text sections called "Instructor's Response." For example, in commenting on a student-writer's style, Lauer says, "You have a good command of the conventions of standard written English. Occasionally your grasp of punctuation slips . . ." (p. 213). The remainder of the paragraph elaborates on these two main points.

These split main idea paragraphs represent a different type of no-main-idea paragraph than those cited in the Ashton et al. (1985) study. In the sociology texts, paragraphs lacking main ideas were largely introductory paragraphs or example paragraphs. In the composition textbooks, however, main idea was also unstated in paragraphs containing two or three important points linked without a stated unifying main idea. In many of these cases, the main idea was stated in a previous paragraph.

Chi-square analysis was used to ascertain whether there was a significant difference between position of main idea within chapters of the individual texts. Comparison was made using all possible combinations of main idea appearance. In only two instances was statistical significance shown: in both the Bridges text and the Lauer text, there was significant difference between appearance of main idea statements in first and last positions. In both books, one chapter had a preponderance of first-position main ideas. Bridges had a first position/last position ratio of 35 to 2 in the chapter on expressive writing as compared to a 39 to 10 ratio in his chapter on persuasion. Lauer reversed these ratios. Her persuasion chapter contained main ideas first 50 times and

main idea last 2 times. Her expressive writing chapter had main idea first 40 times and last 14 times. In both cases, however, main idea in first position predominates by a wide margin. Because there was no statistical significance for intrabook use of the other position combinations, it appears that the authors of these texts used a fairly consistent pattern in presenting their material.

Table 2 compares position clues in this study with those in Ashton et al (1985). Texts in both composition and sociology have main ideas in the first sentence over 52.0 percent of the time. Second position occurs with remarkable consistency (15.0 vs. 15.9 percent). Last position occurs with less regularity in writing texts. Other positions seem unimportant in both fields.

Table 3 shows the frequency of all main idea clues in the composition texts. Examples and repetition of important material are universally used with great frequency. If an idea is repeated, or if it is accompanied by one or more examples, it seems to be important. Other clues vary in frequency of usage. Most reading/study skills texts indicate that subheadings are keys to important information; they are clues for 32.2 percent of the main ideas in the writing texts. Use of key words (e.g., however, clearly, therefore) or highlighting (e.g., italics, bold type) are clues less frequently used. Rarely (1.3 percent) is the question/answer technique used. The total number of main idea clues used in these composition texts is large. The mean number of clues appearing in these texts is roughly 2.5 per paragraph.

Table 4 indicates the comparison of clue usage in English composition texts and that in sociology texts. After position, examples are the prime clue in each type of text. Repetition is next in both, although it is used less frequently in sociology. Subheadings are important in both types of text, though the composition texts contain more of them. Highlighting, possibly because of the larger number of important terms set off in the text, is more

Table 2
Comparison of Main Idea Placement
in Composition and Sociology Texts

	Percent of Paragraphs	
	Composition Texts	Sociology Texts
First sentence	59.5	52.9
Second sentence	15.0	15.9
Last sentence	10.7	18.8
Other sentences	3.4	7.7
No stated main idea	11.4	4.6

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Table 3
Main Idea Clues by Percentage of Appearance

	Percent of Paragraphs				
	Bridges n = 132	Dougherty n = 125	Kinneavy n = 128	Lauer n = 168	Total N = 553
Position	88.6	88.8	88.3	77.4	85.2
Examples	68.9	75.2	68.8	49.4	64.4
Repetition	50.0	41.6	47.7	47.0	46.7
Subheadings	25.8	20.8	30.5	47.0	32.2
Key words	15.2	2.4	18.8	11.3	11.9
Highlighting	1.5	4.8	15.6	8.9	7.8
Question/ answer	3.0	1.6	0.8	0.0	1.3
Mean number of clues per paragraph	2.54	2.35	2.71	2.41	2.50

Table 4
Comparison of Usage of Main Idea Clues

	Composition Texts	Sociology Texts
Position	85.2%	87.6%
Examples	64.3%	67.8%
Repetition	46.7%	36.6%
Key words	11.9%	25.2%
Subheadings	32.2%	25.1%
Highlighting	7.8%	11.8%
Question/answer	1.3%	5.7%
Mean number of clues per paragraph	2.50	2.60

frequent in sociology texts. Both types of texts have a high degree of multiple clues as evidenced by the mean number of clues per paragraph (2.5 for composition texts and 2.6 for sociology texts). This seems to indicate a cross-disciplinary concern for helping readers to find important material.

Conclusion

Main idea statements exist and are pointed to by clues as frequently in English composition texts as in sociology texts. This calls into question the conclusion of Moore and Readence (1980), who indicate that main ideas do not frequently appear in textbooks and thus imply that main idea clues have little real value. Clearly, the evidence presented in this research, combined with results of the Ashton et al. study (1985), indicates that main idea clues do occur. Further, Braddock's (1974) findings do not seem to apply to textbooks either in sociology or composition.

References

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- Kinneavy, J. L., McCleary, W., & Nakadate, N. (1985). *Writing in the liberal arts tradition: A rhetoric with readings*. New York: Harper & Row.
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- Moore, D. W., & Readence, J. E. (1983). Approaches to content area reading instruction. *Journal of Reading, 26*, 397-402.

Appendix

The following is a list of reading/study skill texts used in the Ashton et al. (1985) study.

- Boning, R. A. (1977). *Getting the main idea*. Baldwin, NY: Barnell Loft.
- Bracy, J., & McClintock, M. (1980). *Read to succeed* (2nd ed.). New York: McGraw-Hill.

- Flemming, L. E., & Currie, S. R. (1978). *Reading for results*. Boston: Houghton-Mifflin.
- Giroux, J. A., & Williston, G. R. (1974). *Understanding the main idea*. Providence: Jamestown.
- Joffe, I. L. (1984). *Opportunity for skillful reading* (4th ed.). Belmont, CA: Wadsworth.
- Kolzow, L. V., & Lechmann, J. (1982). *College reading: Strategies for success*. Englewood Cliffs, NJ: Prentice-Hall.
- McWhorter, K. T. (1983). *College reading and study skills* (2nd ed.). Boston: Little, Brown.
- Niles, O. S., Bracken, D. K., Dougherty, M. A., & Kinder, R. F. (1965a). *Tactics in reading I*. Glenview, IL: Scott, Foresman.
- Niles, O. S., Bracken, D. K., Dougherty, M. A., & Kinder, R. F. (1965b). *Tactics in reading II*. Glenview, IL: Scott, Foresman.
- Pauk, W. (1975). *Getting the main point*. Providence: Jamestown.
- Shepherd, J. F. (1982). *The Houghton-Mifflin study skills handbook*. Boston: Houghton-Mifflin.
- Sotiriou, P. E. (1984). *Integrating college study skills*. Belmont, CA: Wadsworth.
- Waters, L. B. (1982). *Occupational reading*. Belmont, CA: Wadsworth.
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NCTE Research Foundation Establishes New Grant Programs

The Research Foundation of the National Council of Teachers of English announces two new grant programs to be conducted in the coming year. In addition to its Teacher-Researcher Grant program and the Research Foundation Grant program, the Foundation has established the Collaboration Grants program and the NCTE Special Project Grants program.

"The grants," says Miles Myers, University of California, Berkeley, chairman of the trustees of the Research Foundation, "are part of an overall effort to define teachers as learners in the classroom. The systems of accountability in effect at this time, standardized testing for example, only show the students wrong answers, not what the students are actually learning in the classroom. The grants will allow teachers to look at the ways children learn and to research and examine the learning process."

The Collaboration Grants will be awarded to teacher and professional researcher teams who are co-investigators on a project. The ceiling for these grants is \$2,500.

The Special Project Grants will be awarded to official subgroups of NCTE for the purpose of research in a critical area and/or dissemination of information promoting or developing a particular research agenda.

Teachers attending the Annual Convention of the National Council of Teachers of English in Los Angeles November 20-25 can confer with teacher researchers and consult research specialists during a research roundtable scheduled for November 21. During the convention, they can also meet with trustees of the Research Foundation at the exhibit booth of the ERI Clearinghouse on Reading and Communication Skills.

For more information on the Collaboration Grants, the Special Project Grants, or any of the other Research Foundation programs, write to the NCTE Research Foundation, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

Site Selection
Report to the Board of Directors

March 26, 1988

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This year was a very rewarding one for me as Site Selection Chairperson. With the cooperation and enthusiasm of many members, I was able to accomplish several things for WCRLA.

I spent the first part of the year finalizing the hotel contract for the Seattle conference. The sales manager of the Stouffer Hotel was very cooperative in meeting our needs and working out the details of the contract.

I then focused on finding a site in Southern California. I contacted members in Long Beach, Santa Barbara, and in the Anaheim area. Patti Dozen, in Long Beach, felt that her institution would be unable to host a conference but she offered to contact WCRLA members from other institutions in the area. As a result of a meeting that Patti set up, Bill Broderick from Cerritos College and Maranda Montgomery from Compton College indicated that they would be interested in co-hosting a conference in 1990. Patti, Bill and Maranda looked at hotels in the Long Beach area. After I received a call from the Hilton Hotel District Office requesting that we consider the Hilton Hotel in Irvine as a possible site, they also communicated with that hotel. At this time, they are considering three hotels: the Sheraton Hotel and the Ramada Renaissance in Long Beach, and the Hilton Hotel in Irvine. Bill Broderick has a definite commitment from his college to host the conference. We will be presenting this bid for the Board's consideration.

Alyce Steidler from Santa Barbara also expressed a great deal of interest in hosting a conference and she contacted some hotels in her area. There was some hesitancy on the part of her institution as to the feasibility of having a conference in Santa Barbara because of the commitment that it would require and because of the difficulty in flying into the area. The hotel that Alyce really liked, turned out to be too small to accommodate our organization. Although I was not able to get a bid from Santa Barbara at this time, I do feel that there is a great deal of interest there; that the transportation into the area is improving; and that it should be strongly considered in the future.

I've corresponded with members from other areas who are interested in hosting a conference in 1991. Frances McMurtray from San Antonio contacted me and I have sent her guidelines. Pat Jonasen from Kansas has also indicated a strong interest in hosting a conference in the Kansas City area and I have sent her guidelines. In addition, I have spoken to members in Arizona and I feel that there is a strong possibility for generating interest in hosting a conference in Phoenix or Tucson. From the interest that has already been shown, I don't think that it will be difficult to find a site for 1991.

Susan C. Brown

RECEIVED MAR 26 1988

HOTEL REQUIREMENTS FOR THE WESTERN COLLEGE
READING AND LEARNING ASSOCIATION

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WCRLA requests that as many of the following facilities and services as possible be provided at no charge by the hotel:

1. Six to eight meeting rooms large enough for theatre-style seating for 50-75 people available mornings and afternoons each day of the conference, and perhaps one evening. More, or large, meeting rooms may be required due to increased conference attendance. One of the meeting rooms must have electrical outlets for numerous computer hookups and be able to be secured when not in use.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

2. One small room for board meetings Tuesday evening and all day Wednesday prior to the conference, during the conference, and Sunday afternoon as the conference ends.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

3. A room of approximately 3,000 square feet which can be locked. This room should accommodate 15-25 tables for exhibitors. A 2 1/2' X 8' table, tablecloth, chair, and electrical outlet should be provided for each exhibitor. Exhibits may be held 1-3 days of the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

4. A room large enough to accommodate 350-600 people for two or three general session meetings during the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

5. 1500 reservation cards to be mailed out by the Association. The cards should clearly state the hotel's cancellation policy. Confirmation notices must be sent by the hotel when reservations are received.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

6. One complimentary room for every 50 rooms occupied by the Association or 1 suite for every 100 rooms occupied by the Association.

The Ramada Renaissance Hotel, Long Beach, will accommodate, plus one additional comp suite.

The complimentary rooms should be available each night beginning with the evening before the conference opening and including the evening before the conference ends. Assignment of complimentary

rooms as available shall be made by the President according to the order of presidential succession: President, President-elect, Immediate Past-President, Secretary, Treasurer.

7. A hospitality suite which can be part of the complimentary room allotment on the basis of 1 to 100 room reservations shall be available to be used as a private room with no corkage fees for Association members. The Association will provide napkins, glasses, mixes, and ice; members will furnish their own alcoholic beverages if desired.

The Ramada Renaissance Hotel will accommodate.

8. Up to 10 VIP courtesy baskets or trays, depending on the usual hotel courtesy. The V.I.P. list will be submitted by the President-elect in advance of the conference.

The Ramada Renaissance Hotel, Long Beach, will accommodate by also upgrading VIP's to our Renaissance Club floors offering complimentary continental breakfast and complimentary evening hors d'oeuvres.

9. Transportation to nearby hotels for members who request rooms before the cut-off date for reservations and who must stay at another hotel due to lack of hotel space.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

10. Free or reduced parking rates for Association members during the conference dates.

The Ramada Renaissance Hotel will offer a \$3.00 discount off our 1990 parking rates.

11. Registration tables in the lobby or another agreed-upon location with convenient phone service. The tables will be staffed by Association conference registration personnel.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

12. A small room which can be locked, near the registration area, from which to distribute audio-visual equipment.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

13. Complimentary lodging and meeting space for 12 for the WCRLA Board of Directors for the two-day week-end Board meeting in late August before the conference. The maximum number of rooms required would be 7.

The Ramada Renaissance Hotel, Long Beach, will accommodate.

14. Provisions for "overflow" guests to nearby hotels/motels including charges for accommodations and transportation services.

The hotel will accommodate the guest at another hotel at the same rate as we're offering.

15. Provisions and charges for transportation from the airport to the hotel.

The Ramada Renaissance Hotel, Long Beach, does offer complimentary shuttle service to and from the Long Beach Airport and recommend Super Shuttle from Los Angeles International Airport and John Wayne (Orange County) Airports at \$11.00 one way.

16. Any charges or drayage fees relative to exhibits.

17. The name of the hotel liaison person who will be responsible for the smooth and orderly progress of conference activities.

Walter Harris, Director of Convention Services.

18. No other conference to be scheduled during the Association's conference dates without notification to the Association's president one year in advance of the conference dates.

The Ramada Renaissance Hotel, Long Beach, will accommodate.



**Sheraton Long Beach
at Shoreline Square**
The hospitality people of **ITT**

March 18, 1988

333 EAST OCEAN BOULEVARD
LONG BEACH, CALIFORNIA 90802-4827
TELEPHONE (213) 436-3000
FAX (213) 436-9176

Ms. Patti Dozen
Western College Reading and Learning Association
1250 Bellflower Blvd.
Long Beach, CA 90840

RE: Spring 1990 Conference

Dear Patti:

As requested, I have revised the proposal for your spring conference in 1990.

We are looking forward to having the opportunity of hosting your fine organization's needs.

I have reserved the following accommodations at the Sheraton Long Beach for your review:

<u>Date</u>	<u>Total Rooms/Night</u>
Wednesday, March 28, 1990	150
Thursday, March 29, 1990	250
Friday, March 30, 1990	250
Saturday, March 31, 1990	150

Rate: \$90.00/Room/Night/Single or Double Occupancy
Additional person or bedding is \$15.00 per room, per night.

To these rates, the 10% Long Beach City rooms tax must be added.

Early arrivals and stayovers will be honored at the group rate as long as rooms are available.

MEETING/CATERING REQUIREMENTS

The following represents your itemized guidelines for the conference.

1. Thursday through Saturday

8:00 am - 5:00 pm 8 Workshops for 50/75 people, theatre style

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Ms. Patti Dozen
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2. Tuesday

6:00 pm - 10:00 pm Board Meeting for 15 people, conference style

Wednesday

8:00 am - 5:00 pm Board Meeting for 15 people, conference style

3. Thursday through Saturday

24 hours 3,000 square foot Exhibitors Hall

4. Thursday through Saturday

8:00 am - 5:00 pm General Session for 600 people, theatre style

5. We will be happy to provide you with 1,500 reservation cards so that your attendees may make their reservations directly with the hotel, the cards will state the cancellation policy.

Please advise your attendees that all reservation requests must be received by Wednesday, March 14, 1990. Any reservation request received after this cut-off date will be accepted on a first come, first serve basis, according to availability.

For those guests who will be arriving after 3:00 pm, a one night deposit or credit card guarantee is required in order to hold the room for late arrival.

6. We will be happy to provide you with one complimentary guest room for every 50 guest rooms actually used per night. As well, the hotel will provide one complimentary suite for every 100 rooms actually used per night. The complimentary rooms will be available on the major day of arrival and will terminate on the major day of departure.
7. One hospitality suite which will be part of the complimentary room allotment on the basis of one for every 100 guest rooms actually used per night. No corkage fees will be incurred as long as the association provides napkins, glasses, mixes, and ice.
8. Up to ten V.I.P. courtesy baskets or trays. The V.I.P. list will be submitted in advance of the conference.
9. Transportation to nearby hotels for members who request rooms prior to the conference and who must stay at another hotel due to lack of hotel space.

Ms. Patti Dozen
March 18, 1988
Page Three

10. We will extend reduced parking rates for association members during the conference dates.
11. We will supply registration tables in the lobby of another agreed-upon location with convenient phone service.
12. Wednesday through Sunday, we will provide a small room which can be locked for audio-visual equipment.
13. The hotel will provide up to seven complimentary guest rooms on any weekend (Friday, Saturday, Sunday) between the dates of August 1, 1989 - August 20, 1989.

Based on your total guest room commitment of 750 room nights, there will be no meeting room rental fee.

The hotel will credit your group \$15.75 per room, per night against total meeting room rental charges of \$11,800.00. Please note that should your room night credit exceed the total rental charges, no rebate will be given.

CONFERENCE SERVICES

At a time closer to your function, you will be contacted by one of our professional coordinators who will assist you in finalizing the details of your meeting. All arrangements for meeting room setups, audio-visual equipment, menu selections, parking, flowers, etc., will be handled by the experienced individual assigned to your program.

CANCELLATION POLICY

Once the contract has been signed, the following cancellation policy will apply:

If the meeting is cancelled, the cancellation fee will equal the following percentage of the estimated total value of the booking. (Guest rooms, rental fees, food and beverage):

90 days prior - 75%
180 - 91 days prior - 50%
prior to 181 days - 25%

I have enclosed for your review, our new rack brochure which will familiarize you with the services and facilities of this spectacular meeting destination.

Ms. Patti Dozen
March 18, 1988
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As our literature points out, the Sheraton Long Beach has some outstanding features which include:

- * Ocean view guest rooms
- * Directly across the street from the Long Beach Convention Center and Entertainment Complex.
- * Health Club facility.
- * Walking distance to public beaches.
- * Newspapers delivered to every guest room daily.
- * Shopping mall and Shoreline Village within walking distance.
- * Mini-bars in every guest room.
- * Safety deposit boxes in all guest rooms.
- * 24 hour room service.
- * Facilities for golf, tennis, fishing, boating, riding, and similar recreational activities are readily available nearby.

We thank you for considering the Sheraton Long Beach Hotel for hosting your 1990 conference. Be assured that our staff will do everything possible to ensure the success of your program. Should you have any questions or require additional information regarding the hotel, please do not hesitate to contact me.

Your signature on the enclosed copy of this letter will serve to confirm these arrangements on a definite basis. We look forward to working with you in the future.

Sincerely,



Gunnar Christensen
Account Executive

Name Title

GC:lj
Encl.

Signature Date

cc: Patti Pugh
LBACVC

DICTIONARIES REVIEWED

- *1 Harris, T. L. & Hodges, R. E. editors. (1981). A dictionary of reading and related terms. Newark, Del: International Reading Association.
- *2 Bush, C. L. & Andrews, R. C., editors. (1980). Dictionary of reading and learning disabilities. Los Angeles: Western Psychological Services.
- *3. Page, G. T. & Thomas, J. B., editors. (1980). International dictionary of education. Cambridge, Mass: MIT Press.
- *4 Good, C.V., editor. (1945). Dictionary of education. New York: McGraw Hill.

The following dictionaries were also reviewed, but no workable definitions found for the terms to be defined.

Beach, M. (1979). Words for the wise: A Field guide to academic terms. Portland, OR: Coast to Coast Books.

Hinn, R. B., editor. (1959). Dictionary of education. New York: Philosophical Library.

The following reference materials will be reviewed in April:

Dejnozka, E.L. & Kapel, D. E., editors. (1982). American educators' encyclopedia. Westport, CN: Greenwood Press.

Husen, T. & Postlethwaite, T. M., editors. (1985). International encyclopedia of education: Research and studies. Oxford: Pergamon Press.

Mitzel, H. E., editor in chief. (1982). Encyclopedia of educational research. New York: Free Press.

** relevant + useful definitions*

WCRLA TERMINOLOGY -- DICTIONARY DEFINITIONS

advance organizer:

*1 a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability, and inclusiveness.

*3 educational technology term for short introductory texts presented to a student at the beginning of a course to enable him/her to structure the course material and put it in perspective.

*4 (Ed. psych) an overview of new material presented in advance so as to counteract the effects of proactive inhibition; the term grows out of Ausubel's theory of meaningful verbal learning.

assessment:

*1 the act or process of gathering data in order to better understand some topic or area of knowledge, as through observation, testing, interviews, etc.; especially, the gathering of data to include strengths and weaknesses in learning. NOTE: Some writers use the term 'assessment' to refer also to the judgments or evaluation made after the data are gathered.

*2 Administration of a test to check the student's mastery of a skill as stated in the performance objective; an evaluation at any aspect or educational function.

*3 (1) In education, the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques, e.g.: assignments, projects, continuous assessment, objective-type tests, final examinations and standardized tests. (2) in psychology, that branch of applied psychology concerned with testing in educational, occupational, clinical or other settings, e.g.: the psychological assessment of mental and physical handicaps.

associating:

*1 (1) the process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. (2) the process of connecting what is presently being read to prior reading and/or experience.

*2 coordination or relationship between ideas and emotions, free or induced.

*3 (association) general psychological term referring to any connection formed through learning where the two ideas connected shall be attended to together as parts of a continuous mental process. Popular at one time to refer to the law of association and to associative learning.

basic skills:

*1 a general term which refers to those skills, primarily cognitive and language-related, which are needed for many school learning tasks. Speaking, reading, and mathematics, as well as listening and writing, are commonly considered to be basic skills.

*2 fundamental learning proficiency in reading, writing, computation.

*3 fundamental skill. A skill basic to the mastery of a particular subject. Thus, addition and subtraction skills are basic to arithmetic.

*4 a skill that is basic to the mastery of a school subject; such as addition or subtraction is arithmetic.

college level students:

college reading:

college reading skills:

comprehension monitoring:

concentration:

*2 exclusive persistent focusing on a given task or object.

*3 Ability to become absorbed in a task and continue in it despite distractions.

*4 (1)the state or act characterized by the centering or focusing of attention upon a task or problem or upon certain elements of an experience; the conscious and intense application of mental or physical forces, or both, in an effort to perform a task or activity or to solve a problem; (2)the centering of a college student's program of study in one department or field of learning in which he does work of advanced grade; (3)a plan of curriculum organization in which one subject, such as history, becomes the center and other subjects are integrated with it.

critical reading:

*1 (1) the process of making judgments in reading; evaluating relevancy and adequacy of what is read. E. Betts, cited by N.B. Smith (1965). (2)an act of reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of what is read according to an established standard. Critical reading is the judgment of validity, or worth of what is read, based on sound criteria or standards developed through previous experiences. H.M. Robinson (1970). NOTE: N.B. Smith (1965) has pointed out that Betts was the first to use the term "critical reading," so the term is of fairly recent origin. W.S. Gray, D. Russell, and others endorsed the critical function in reading because they believed that the thinking processes used in reacting to what was read formed a complete psychological unit; i.e., reading. In this way, critical reading came to be thought of as an extension of reading beyond the literal and interpretive levels. Although fragmentary descriptions of critical reading exist, the principal focus has been on the evaluative aspect of reading. Critical reading may involve internal and/or external critical evaluation. (see Critical Evaluation). Among the identified skills of critical reading involved in making judgments are those having to do with the author's intent or purpose; with the accuracy, logic, reliability and authenticity of the writing; and with the literary forms, components, and devices identified through literary analysis.

*2 evaluating the quality, the value, the accuracy, and the truthfulness of what is read.

*4 reading in which the reader evaluates content in terms of its authenticity, beauty, usefulness, or some other criterion.

cultural literacy:

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developmental:

*4 pertaining to, or characteristic of, the process of development; general term applied to many types of age, growth, or maturation, such as mental, anatomical, physiological, educational, or social.

developmental courses:

developmental educators:

developmental programs:

*2 arrangement of learning designs which considers the normal growth and development pattern of children.

developmental reading:

*1 (1) reading instruction, except remedial, for students at all levels. (2) reading instruction, except remedial for all students beyond the elementary school level. NOTE: According to N.B. Smith (1965), this is the earliest meaning of the term in reading literature. (3) a comprehensive school program of remedial and nonremedial reading instruction for all students. (4) remedial reading instruction in high school and college, a misuse of the term.

*2 classroom instruction to improve the child's reading skills systematically in tune with the standard levels of progress of the particular school.

*3 Reading instruction designed to develop reading skills progressively and sequentially.

developmental students:

diagnosis:

*1 the act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang. (2) the classification of people or things into established categories, as an educational diagnosis. (3) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty.

*2 analysis of available information, subjective and objective, to determine the nature, etiology and pattern of a disability; such activity has as its goal the development of a prescriptive program for correction.

*4 (1) the procedure by which the nature of a disorder, whether physical, mental, or social, is determined by discriminating study of the history of the disorder and of the symptoms present; (2) in guidance, the analyzing of performance of clients and the development of tests which elicit maximum information; also, the results obtained by these activities; (3) (curric.) the process of determining the existing capabilities of a student by analyzing his performance of a hierarchy of essential tasks in a specific subject, such as mathematics or music, with the intent of facilitating his learning by assigning appropriate remedial or advanced learning tasks.

elaborating:

*1 (1) the process, or result of expanding in detail or complexity a simpler object or idea. Your theme is excellent but needs elaboration. (2)the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed -- L. Reder (1980).

*2 extension by the addition of variations of associated movements or ideas.

encoding:

*1 (1) to change a message into symbols, as encode oral language into writing; encode an idea into words, or encode a physical law into mathematical symbols. (2)to give a deep structure to a message. Encoding starts with meaning...you start out with a message; then you assign a deep structure -- K. Goodman (1971).

*2 analysis and conversion of oral language into representative written symbols in reading; in general the conversion from one system of communication to another.

*4 (1)process whereby a message is transformed into signals that can be carried by a communication channel; (2)process whereby a person transforms his intention into behavior that will serve as a signal in a communication system -- usually oral or graphic language, but gestures, signs, etc., may also serve; may involve several steps; for example, a person writes a telegram (first encoding) which is in turn transformed by another into electric signals (second encoding).

graphic post-organizers:

higher level reading skills:

higher level thinking skills:

interacting with the text:

learning assistance:

learning assistance center:

learning skills:

learning styles:

*3 Preferred mode of problem-solving, thinking or learning used by an individual. Sometimes called cognitive style, and may be conscious, unconscious, or specific to many or only a small number of tasks.

literacy:

*1 (1) the ability to read. (2)the ability to read and write a language, and sometimes to perform arithmetic operations. (3)See functional literacy. (4)the possession of reading, writing and sometimes arithmetic skills to a degree thought desirable by a society. (5)competency in a technical field, as computer literacy.

*3 Relative term. Commonly defined in terms of a reading age of 9 1/2 or as equated with five years of schooling. Gray, writing for UNESCO in 1969, defined it as followed: 'A

person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group. Such ability is often measured in connection with the norm for an individual age range. Note one distinction often made between functional literacy and organic literacy.

*1. (1) strictly, the bare ability to read and write; (2) more broadly, ability to read and write at the level of the average fourth-grade pupil. (The norm is relative and usually implies the comparison of the individual's ability to read and write with the average ability found at his social or economic level.)

long-term memory (LTM):

*1. that aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter.

*2. relatively permanent stored information which is capable of retrieval through association.

*3. Term in memory research distinguishing short term memory from long term memory. LTM is seen as a store of permanent memories with a vast capacity. Sometimes called secondary memory.

lower level reading skills:

lower level thinking skills:

mapping:

*1. (1) n. the formation of one or more hypotheses or expectancies in attempting to solve a problem. (2) See cognitive map. (3) v. to survey material before careful reading to get an overview of its nature and organization.

*2. a pattern of symbols that corresponds exactly with a physical feature, geography, or a system of events such as brain waves.

*4. a correspondence established between the members of one set and the members of another, usually synonymous with function and transformation, for some writers, the term mapping carries a geometric connotation, in contrast to any algebraic description which might be given for the correspondence.

metacomprehension:

metacognition:

*1. adj. referring to those theories and principles used in the study of thought processes.

motivation:

*1. (1) the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc. (2) the process by which such forces arouse and direct behavior in one direction rather than another. (3) activity by one person that produces need-goal behavior in another.

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*2 arousing inner stimulation to learning or action.

*3 Psychological state referring to behavior(s) brought about by physiological or social needs, and directed toward goals. Theories of motivation are biogenic or sociogenic and famous theorists of motivation include Hull, Maslow, McClelland, and McDougall.

*4 (1)psych. broadly considered the process of arousing sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation; (2)the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel.

networking:

organizational patterns:

placement:

*4 The assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his aims, capabilities, readiness, educational background, and aspirations.

pre-reading:

*1 (1) n. reading something silently before oral reading to determine the type of expression, pacing and voice projection needed for oral interpretation. (2)adj. having to do with activities before learning to read or before the act of reading, as prereading skills. a prereading introduction to an author.

reading process:

*1 an operation or change which takes place in the act of reading.

*4 The act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs.

reading strategies:

remedial:

remedial reading:

*1 (1) any specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction. (2)intensive, specialized reading instruction for students reading considerably below expectancy. (3)reading instruction which is more specialized than corrective reading in the classroom but not as specialized as that in the definition. (4)developmental reading instruction set at a different pace and designed for an individual student or a selected group.

*2 instruction provided students with generalized reading deficiency by reading specialized outside the regular classroom; the clinical approach seeks the cause(s) of the disability and designs and conducts a program to correct or remediate the cause(s).

*4 an reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class.

remedial reading programs:

*1 (1) the curriculum and operation of a program designed to provide intensive remediation in reading, usually by a teacher with advanced training and in a setting that allows flexible adjustment of materials and methods to individual differences. (2) any set curriculum or material for the remediation of reading skill deficits, usually commercially prepared, into which the student is fitted.

*4 an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading.

remedial students:

review:

*1 (1) v. to study again for better understanding and/or retention, as review a lesson. (2)n. the act of studying again. (3)n. a critical report, as a book review, a drama review. (4)v. to so report. (5)v. to make a survey of something, as review the research on reading readiness. (6)n. the report of a survey. (7)v. to look back upon, as review one's experiences in reading.

*4 (1) Reexamination of material previously presented or studied.

scanning:

*1 (1)v. to examine or read something quickly, but selectively, for a particular purpose; skim: as scan an article for the general idea, scan a directory for a telephone number. (2)v. to examine or read something carefully; look at closely. Please scan this drawing for flaws. He proceeded to scan the text for clues to the murderer. (3)n. the act or result of making a detailed survey, as a brain scan. (4)v. to analyze the metrical structure of verse. (5)v. to follow, in verse, the rules of meter. The poem scans well. (6)v. to make a visual, electronic or mechanical search of computer data, as scan the computer printout.

*2 very rapid reading to locate specific words or ideas.

*4 (1) in reading, the rapid perusal of written material; sometimes used as a strategy for making later reading of the material more efficient.

schemata:

*3 an ordered plan or structure; in written form, a schematization.

*1 (1) a sketch or outline to show recorded data. (2) number of concepts or ideas presented as a coherent plan. Used in this sense by Piaget but with a number of modifications.

*1 Piaget's term for the sensory-motor coordinations present within the child at birth.

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short term memory (STM):

*1 that aspect of memory that lasts only briefly, has rapid input and output, is very limited in capacity, and depends directly on stimulation for its form, as memory decays after one has attended to a stimulus array but before one has mastered all the details. In current models of reading behavior, STM enables the reader to keep parts of the reading material in mind until enough material has been processed to make sense.

*2 limited capacity memory of short duration which dissipates with time or is replaced by new information.

*3 that activity in remembering where retention is limited to a few minutes. Where capacity for retention is limited. Used by Broadbent and others as distinct from long-term memory. Short term memories exist as activity traces in the short-term store. Opinion is divided on whether short-term memory is a meaningful concept and any different in kind or function from long-term memory.

skills:

*1 (1)n. an acquired ability to perform well; proficiency. NOTE: The term skill often refers primarily to motor acts, especially to finely-coordinated, complex ones that are the result of perceptual-motor learning, as handwriting, golf, or pottery. However, skill is also used to refer to acts that are primarily intellectual, as comprehension skills, thinking skills. Special types of skill, as study skills, are given under the describing term. (2)n. a craft or activity requiring a high degree of competence, as the skill of making fine jewelry.

*2 efficient execution of mental or physical tasks.

*3 Systematic and coordinated pattern of mental and/or physical activity, usually involving both receptor processes (senses which receive stimuli) and effector processes (muscles and/or glands which provide responses). Skills may be perceptual, motor, manual, intellectual, social, etc., according to context or dominant aspect of the skill pattern.

*4 (1)anything that the individual has learned to do with ease and precision; may be either a physical or mechanical performance.

skimming:

*1 (1)NOTE: Skim shares only the first of two primary meanings of scan; to read rapidly and selectively, but purposefully, rather than to read carefully.

*2 rapidly going over (reading) an entire passage to get a general impression or overview.

*4 (1)a method of reading according to which the reader looks for certain items but does not read the complete text; (2)a method of reading according to which the reader attempts to get the general meaning without attention to details.

specialized vocabulary:

speed reading:

*1 instruction focused on increasing rate of comprehension, often with the aid of such mechanical devices as pacers, tachistoscopes, etc. NOTE: Too often such instruction is merely at one high rate of reading without considering either comprehension to an adequate degree or the desirability of developing flexibility of reading rate with speeds adjusted to the reader's purpose, the level of difficulty of the subject matter, and the reader's

knowledge and background.

*3 Techniques for improving speed and comprehension in reading.

metacognitive learners:

study habits:

*1 a person's usual ways of applying study skills, effective or otherwise.

*4 the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people.

study reading:

study skills:

*1 a general term for those techniques and strategies which help a person read or listen for specific purposes with the intent to remember. NOTE: Although reading specialists may differ in terms of the specific skills to be included, study skills commonly include following directions; locating, selecting, organizing, and retaining information; interpreting typographic and graphic aids; and reading flexibility.

*2 abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields; these include common skills applicable to all fields and specialized skills applicable to only a specific content.

*3 Skills a student needs to develop in order to study successfully.

*4 a special ability used in study such as reading, outlining, summarizing or locating material.

study strategies:

*1 a systematic process for the intensive study of a selection for retention and recall. SQ3R is a study strategy.

studying:

*2 application of the mind (attending) to learning material for problem-solving, acquiring knowledge, or skill development.

summarize:

*4 oral or written condensing of material read; generally recognized as a study skill.

surveying:

*1 (1)n. the overview of a field to determine its status and the trends and issues surrounding it. (2)n. a sampling of individual responses to a question, topic, etc., as a survey of television use. (3)n. an overall examination of performance, as a reading survey. (4)v. to make a comprehensive overview, as survey a textbook.

*2 an investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on the data gathered.

thinking skills:

transfer:

*1 (1)n. in general, the carryover process, or effect, of one response or set of responses upon another, as the transfer of reading skills to writing skills. NOTE: The carryover may be positive, negative, or zero. Special types of transfer, as negative transfer, are given under the describing term. (2)v. to so transfer. (3)n. the process, or effect, of the carryover of grammatical forms from language to language, often in an interfering way. (4)n. the change of speech symbols into another medium of expression, as writing. (5)n. a metaphor. (6)n. a design to be carried over onto another surface, as by a printing press, a decal, etc. (7)n. one who changes from school to school. (8)v. to so change.

*2 carryover of learning into a situation which differs from the original learning situation.

*3 (1)Technical term in stimulus-response psychology to indicate the effects of previous experience on later learning, e.g., in learning a specific physical skill such as planing wood, a student learns coordination and balance which is helpful in a related but different skill such as filing metal. This is termed horizontal transfer. In vertical transfer one type of association is a prerequisite for a higher type of association, for example, discrimination between right-angled and other types of triangles is a prerequisite to solving problems using Pythagoras' Theorem. See also generalization which differs in so far as it takes place without additional teaching or deliberate learning. (2)To change from one school to another before completion of a degree program or before finishing the highest grade given in a school. (3)As in teacher transfer, to change from one school to another within the same system.

*4 SYN. transfer of training (TRANSFER OF TRAINING: the influence that the existence of an established habit, skill, idea or ideal exerts on the acquisition, performance, or relearning of another similar characteristic; such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer).)

tutoring:

*1 (1)v. to instruct on an individual basis, often privately. (2)n. a person who so instructs.

*4 n. a process of instruction used in some colleges in which a tutor acts as general advisor to a small number of individuals and supervises the pursuit of knowledge in a specific subject area.

visualizing:

writing process:

WCRLA TASKFORCE MEMBERS AS OF 2/14/88

FIRST	LAST NAME		ADDRESS	CITY	TAT	ZIP	WORK PHONE	HOME PHONE
Hunter	Boylan	Center for Develop. Educ; Reich College of Education	Appalachian State University	Boone	NC	28608	(704)262-3057	
Wes	Brown		1035 E. 20th Street	Oakland,	CA	94606	(415)881-3674	(415)532-7346
Lois	Burrill	The College Board	45 Columbus Ave.	New York,	NY	10023	(212)713-8076	
Frank	Christ		3302 Drivid Lane	Los Alamitos,	CA	90720	(213)498-4186	(213)430-2041
Andrea	Clark	Dept. Head for Study Skills; Parallel Studies Div.	Austin Com. Coll; PO Box 2285	Austin	TX	78768	(512)495-1666	
Darrel	Clowes	Educational Administration Division	Virginia Polytech Institute	Blacksburg,	VA	24060	(703)961-6136	(703)951-3011
Jo Ann	Cope	Learning Skills Center; Jester A332	University of Texas at Austin	Austin,	TX	78705	(512)471-3614	
Joan	Davis	Department Head, Reading; Rio Grande Campus	Austin Comm. Coll; P. O. Box 2285	Austin,	TX	78768	(512)495-7137	(512)892-4233
Gwyn	Enright	English Dept; San Diego City College	1313 Twelfth Avenue	San Diego,	CA	92101	(619)265-5477	(619)260-8298
Marilyn	Fairbanks	Department of Education, Curriculum & Instruction	West Virginia University	Morgantown,	WV	26506		
Phoebe	Helm	Assoc. Vice President; Triton College	2000 Fifth Avenue	River Grove,	IL	60171	(312)456-0300	
Gene	Kerstiens	National Center for Developmental Education	Appalachian State University	Boone,	NC	28608		
Jane	Lehmann	Director Learning Skills Center	Elgin Community College	Elgin,	IL	60123	(312)697-1000	
Mary	Leonard		8407 Ardash	Austin,	TX	78759		
Dorothy	Martinez		2505 Park View	Austin,	TX	78757		
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Sherrie	Nist	106 Clark Howell Hall	University of Georgia	Athens,	GA	30605	(404)542-0459	(404)548-3272
Mary	Rubin	Reading Center; Department of Education & Psychology	Cameron University	Lawton,	OK	73505	(405)581-2322	(405)248-5116
Nancy	Wood	Study Skills & Tutorial Service; U. Texas at El Paso	105 W. Union	El Paso,	TX	79968	(918)747-5366	
Ladessa	Yuthas		495 W. Fourth Ave. Drive	Broomfield	CO	80020		(303)466-2970

• = ex officio members

• - These 4 are together & are collaborating



National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608
704/262-3057

Kellogg Institute
Research in Developmental Education
Telementoring Project

March 23, 1988

Dr. Susan Deese
Skills Center
Zimmerman Library
University of New Mexico
Albuquerque, NM 87131

Dear Susan:

In considering the distribution of a future Readers' Survey for the JOURNAL OF DEVELOPMENTAL EDUCATION, the concept of distributing the survey at both the WCRLA and NADE conferences has been discussed. The earliest date we might accomplish this goal would be the 1989 conferences. Since we are requesting your participation in the project, we would like you to review the attached list of questions to provide feedback.

Please excuse the informal presentation of survey questions. As is obvious from the hand written changes, they are still in the formative stage. We look forward to your input and response to possible participation.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara J. Calderwood'.

Barbara J. Calderwood
Managing Editor

BJC
Enclosures

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RECEIVED MAR 26 1988

QUESTION #1 I HAVE BEEN A SUBSCRIBER FOR _____ YEARS.

QUESTION #2 THE LIBRARY AT MY INSTITUTION CARRIES A SUBSCRIPTION TO THE JOURNAL. _____ YES _____ NO _____ DON'T KNOW

IF YOUR ANSWER WAS "NO", PLEASE INCLUDE YOUR NAME AND INSTITUTION FOR FUTURE CIRCULATION PROMOTIONS.

NAME _____
INSTITUTION _____

QUESTION #3 MY INSTITUTION IS A _____ 2 YR. _____ 4 YR., _____ PUBLIC
_____ PRIVATE COLLEGE.

QUESTION #4 OUR STUDENT POPULATION FALLS IN THE RANGE OF:
LESS THAN 1,000 _____ 5,000 - 8,000 _____
1,000 - 3,000 _____ 8,000 - 10,000 _____
3,000 - 5,000 _____ MORE THAN 10,000 _____

QUESTION #6 MY DEPARTMENT SUBSCRIBES TO THE JOURNAL. _____ YES _____ NO _____ DON'T KNOW

QUESTION #7 OUR DEVELOPMENTAL STUDIES DEPARTMENT OR LEARNING ASSISTANCE PROGRAM (CIRCLE ONE) HAS _____ STAFF MEMBERS.

QUESTION #8 TOPICS OF IMPORTANCE TO ME. I WOULD LIKE TO READ ARTICLES RELATED TO THE FIELD OF DEVELOPMENTAL EDUCATION IN THE FOLLOWING AREAS:

- | | |
|----------------------------|----------------------------|
| READING | RESEARCH IN THE FIELD |
| WRITING | PROGRAM EVALUATION |
| SCIENCE | REASONING AND CRITICAL |
| MATHEMATICS | STUDY SKILLS |
| COMPUTER EQUIPMENT | TUTORING |
| EVALUATION OF SOFTWARE | MOTIVATION |
| LEARNING DISABILITIES | TEACHING/LEARNING PROCESS |
| LEARNING STYLES | LEARNING LABS/CENTERS |
| PROGRAM MANAGEMENT | RETENTION PROGRAMS |
| DESCRIPTIONS OF SUCCESSFUL | STATE/NATIONAL POLICIES |
| COMPREHENSIVE PROGRAMS | RESEARCH IN RELATED FIELDS |

QUESTION #9 I AM PARTICULARLY INTERESTED IN THEORY AND WOULD LIKE MORE ARTICLES FOCUSING ON THE THEORIES UNDERLYING THE ABOVE TOPICS.
_____ YES _____ NO _____ OCCASIONALLY.

QUESTION #10 I WOULD LIKE TO SEE AN ENTIRE ISSUE OF THE JOURNAL DEVOTED TO A SINGLE THEME. _____ YES _____ NO

IF "YES", ~~I WOULD PREFER A FORMAT IN WHICH~~ ^{THE} ~~THEMES~~ ^{THEMES} I
~~ALL THREE ISSUES OF A GIVEN VOLUME BE DEVOTED TO A~~
~~DIFFERENT THEME~~
~~ONE ISSUE OF A GIVEN VOLUME BE DEVOTED TO A SINGLE THEME.~~
~~OTHER~~

FEEL WOULD BE APPROPRIATE INCLUDE _____

QUESTION #11 I USUALLY PREFER THE "HOW WE DO IT" ARTICLES TO THOSE DESCRIBING GENERAL PRINCIPLES OR THEORY. YES NO MIXTURE OF BOTH

QUESTION #12 ON MY CAMPUS THE JOURNAL IS READ BY:
 INSTRUCTORS
 ADMINISTRATOR OF THE DEV. UNIT
 THE PRESIDENT
 STUDENTS, TUTORS, AIDES
 ADMINISTRATOR OF OUR COLLEGE/DIVISION
 OTHER _____

QUESTION #13 ADVERTISING. AFTER READING AN ADVERTISEMENT IN THE JOURNAL, I HAVE WRITTEN FOR MORE INFORMATION THIS MANY TIMES.
 0 1 2 3 4 MORE

QUESTION #14 I WOULD SEEK MORE INFORMATION FROM ADVERTISERS ON YOUR READERS' SERVICE CARD THAT I CAN TEAR OUT AND RETURN FOR MORE INFORMATION THAN BY PERSONALLY CONTACTING INDIVIDUAL ADVERTISERS.
 YES NO

QUESTION #15 THE MAJORITY OF JOURNAL ADVERTISING FEATURES PUBLICATIONS AND CONFERENCES. CHECK OTHER TYPES OF ADVERTISING THAT YOU WOULD LIKE TO FIND IN THE JOURNAL.
 COMPUTER HARDWARE TRAVEL/STUDY OPPORTUNITIES
 COMPUTER SOFTWARE CONSULTING SERVICES
 PROFESSIONAL DEVELOPMENT OPPORTUNITIES FINANCIAL SERVICES DESIGNED FOR EDUCATORS
 LEARNING LAB EQUIPMENT

QUESTION #16 GENERAL INFORMATION. I HAVE BEEN IN THE FIELD OF DEVELOPMENTAL EDUCATION FOR YEARS
 0-2yrs 3-5yrs. 6-10yrs. 10 or more yr

QUESTION #17 MY DISCIPLINE IS _____

QUESTION #18 I PLAN TO BE IN THE FIELD 2 YEARS FROM NOW. YES NO

QUESTION #19 SUPPORT FOR DEVELOPMENTAL EDUCATION PROGRAMS ON OUR CAMPUS DURING THE NEXT THREE YEARS IS LIKELY TO:
 REMAIN THE SAME DECLINE SLIGHTLY
 INCREASE SLIGHTLY DECLINE A GREAT DEAL
 INCREASE A GREAT DEAL BE ABOLISHED

QUESTION #20 THE WRITING PUBLISHED IN THE JOURNAL IS:
 TOO FORMAL LIVELY
 DULL JUST RIGHT
 TOO INFORMAL OTHER _____

QUESTION #21 PUBLICATIONS I READ OTHER THAN THE JOURNAL INCLUDE, _____

(add more if you like)

QUESTION #22 Other professional organizations I belong to include _____

PROCEDURE: USE OF RATING SCALE

- (1) Rate each of the four criterion areas on a 1-5 scale.
 - * During this rating: consider each of the sub-factors listed.
 - eliminate sub-factors which do not apply.
 - add unusual sub-factors which do apply.
 - * No need to separately rate each sub-factor; the rating is for the criterion area as a whole.
- (2) Sully the four ratings and calculate the mean: this is Score 1.
- (3) Provide a separate overall score of the piece on a 1-5 rating (also using half-points): this is Score 2.
 - o Score 2 reflects that the whole may be more or less than the sum of its parts, sometimes substantially so.
 - o If Score 2 is substantially different from Score 1, provide some sort of narrative as to why this is the case.

PROCEDURE: SELECTING AND EVALUATING ARTICLES

- (1) Any member of the panel can recommend any article for evaluation.
- (2) All articles recommended for evaluation should be accompanied by a comment concerning the particular strength of the piece.
- (3) All members of the panel will rate all articles nominated.
- (4) The panel chair will compile all ratings and will provide the panel members with a listing of the cumulative scores (and raw data) for all articles. The chair will also recommend how many articles (usually no more than 3 or so) should be considered "in the finals", based on what seems to be the weight and pattern of the first ratings and comments.
- (5) The panel members will either concur with the recommended cut-off for final consideration or suggest no more than one additional article (each).
- (6) The list of "finalists" will include all articles recommended during steps 4 and 5 above.
- (7) All panel members will re-rate all articles in the finals, using the same rating form and scales as originally used.
- (8) The panel chair will summarize and distribute all final ratings, and will recommend a winner.
- (9) The panel members, during a conference call, will discuss and agree upon the winning article. If unable to agree, the winner will be chosen by vote of all panel members (with the chair voting only in case of a tie).
- (10) No article written by a panel member, elected officer of NADE, WCRLA, or any other participating organization will be eligible to receive the award.

PROCEDURE: SELECTION OF PANEL

- (1) The panel for selection of the outstanding article will be organized by JDE staff, and members will consist of representatives from NADE, WCRLA, and any other participating national organization.
- (2) Membership on the panel will include the following:
 - a. 2 individuals representing NADE publications
 - b. 2 individuals representing WCRLA publications
 - c. 2 individuals representing any other participating organizations' publications
 - d. Recipient of the previous year's Authors' award (Board member Curtis Miles to fill this position for the first year.)
- (3) The Editor or Managing Editor of the JDE will serve as the non-voting chair for the panel.

WCRLA
Third General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 26, 1988

Seated at Head Table: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, past-president; Becky Johnen, secretary; Gladys Shaw, treasurer; Joyce Weinsheimer, chairperson, Scholarship and Awards Committee; Becky Patterson, president-elect 1988-89; Carol Clymer, treasurer-elect 1988-90.

Gwyn Enright called the third general session to order at 12:50 p.m.

I. Presentation of Certificates of Appreciation

Gwyn Enright presented certificates of appreciation to the following:

Conference Arrangements

Joe Aiello - co-conference manager
Karen Agee - newcomers
Linda Briggs - tours
William Broderick - computer fair
Robby Ching - exhibits
Carol Clymer - evaluations
Merrie Courtright - program review
Barbara Dawson - dinner on the town
Susan Eiland - food events
Jerry Fishman - AV
Sally Garcia - lunch with a mentor
Patti Glenn - chairpersons
Kathleen Matthews - program review
Sue McKee - registration
Manual Olgin - MAC forum
Deborah Weaver Parker - program review
Tom Parker - program arrangements; program review
Carol Pottorff - registration
Nancy Tooker - co-conference manager
Ester Wells - program review

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Retiring State Directors

Lois Burrill
Kathy Carpenter
Kathy Chang
John Garcia
Dale Haynes
Bess Jenkins
Rae McCormick
Phil Mullins
Marianne North
Spenser Olesen
Bernie Rihn
Sue Shattuck
Barbara Swanson

Outstanding Chairs

Tom Gier
Pat Heard
Wayne Herlin
Mary Rubin
Joyce Weinsheimer

Behind the scenes support

Don Basile
JoAnn Carter-Wells

II. Presentation of Awards

Joyce Weinsheimer shared the reasons for the awards - to support members in their professional development and to recognize achievement in the field. She then explained the four awards - research assistance (new this year), distinguished research (new this year), scholarship and long and outstanding service.

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Gwyn Enright announced the following winners:

WCRLA Scholarship, \$500, to Beverly Lou Walden Graham.

Research Assistance Award, \$250, to Joyce A. Ritchey and Diane J. Starke.

Distinguished Research Award, \$100 honorarium and plaque, to Micheal O'Hear.

Long and Outstanding Award to Karen Smith.

III. Installation of New Officers

Gladys Shaw reviewed her two years as treasurer and introduced incoming treasurer, Carol Clymer. Appropriate symbols of the office were passed on to Carol.

Wes Brown presented a plaque to outgoing president, Gwyn Enright.

Gwyn Enright presented the gavel and presidential plaque to Susan Deese, president 1988-89.

Susan Deese installed Becky Patterson as president-elect, 1988-89.

Susan described her main goal for 1988-89 as getting to know the members better to ensure that needs continue to be met.

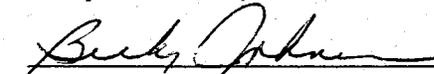
IV. 1989 Conference

Susan Deese introduced Dee Tadlock and Bernie Rihn who will serve as Seattle conference managers.

Luncheon participants were treated to a slide presentation highlighting the city of Seattle.

The third general session was adjourned at 1:50 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 26, 1988

Board Members Present: Susan Deese, president; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Susan Brown, Site Selection Chairperson; Carol Clymer, 1988-89 treasurer-elect; Wayne Herlin, Newsletter Editor; Becky Patterson, 1988-89 president-elect; Mary Rubin; Anna Marie Schlender, Placement Service; Joyce Weinsheimer, Scholarship and Awards Chairperson; Bill Broderick, Cheryl Brown, Rhoda Linz Casey, Patti Dozen, Maranda Montgomery

Susan Deese called the meeting to order at 2:15 p.m.

I. Newsletter Report

Wayne Herlin, Newsletter Editor submitted a written report which is contained in Attachment CC.

Hotel card inserts for the Newsletter need to be to Wayne by mid-October

Wayne described the problem encountered with hotel cards this year. Normally, inserting hotel cards into the Newsletter works well, but he needs to receive them by mid-October to meet Newsletter deadlines.

The January 5 deadline for the Newsletter is one that can not be extended if the Newsletter is to be out before the conference.

Susan Deese informed Wayne of the work that JoAnn Carter-Wells will be doing on WCRLA image that will have an impact on the Newsletter.

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More material from state/
region directors requested
for the Newsletter

WCRLA and NADE presidents
to exchange columns in
fall Newsletters

Wayne commented that he is getting more and better material from the SIGs than the state directors. He asked Gwyn to encourage the state/region directors to submit information. Rhoda L. Casey asked whether the Newsletter would be an appropriate vehicle to print a survey that the International Group wants to disseminate. The Board reacted favorably; Wayne stressed the importance of meeting deadlines. He suggested that the Fall issue would be appropriate for such a survey.

Susan informed Wayne of the Newsletter column exchange with the NADE president for the fall issue. Diane Vukovich, NADE president, is to contact Wayne. Wayne will contact the co-editors of NADE's Newsletter to set up a procedure for this to occur on a yearly basis.

The Board complimented Wayne on the fine job he has been doing with the Newsletter.

II. Awards Committee Report

Attachment DD contains Chairperson Joyce Weinsheimer's written report as well as backup documentation for the awards presented this year.

Joyce clarified that although Mike O'Hear is a member of this committee, he was not a reader for his award category.

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Procedure to be established
on research award applicants
requests to more than one
organization

Monies raised at the
conference should
supplement the scholarship
fund, not be the primary
source of funding

Joyce informed the Board that the recipients of the Research Assistance Award have also received funding from IRA. If they keep the funds from both organizations it will enable them to make it a larger study. Gwyn commented that there were two issues here - one, how to deal with the situation in the future; two, what to do now. She recommended that the project be funded with the understanding that a larger project would result and that Joyce Ritchey and Diane Starke submit their results to WCRLA for publication.

The coordination of fundraising with the scholarship fund was a topic of discussion. Susan asked the Board to consider new ways of raising money. The sale of t-shirts has lost money the past two years. Ideas generated included the sale of an applique for t-shirts, book bags and WCRLA coffee mugs and pins. The idea of placing something on the membership form to check off to donate to the scholarship fund was raised. Whatever is raised at the conference should be a supplement to the fund, not the main source of funding. Gladys Shaw suggested that we motivate the states/regions to donate money to the fund.

Joyce Weinsheimer was thanked by the Board for her commitment to the committee and for her fine efforts.

Arizona planning a
state conference with
NADE

WCRLA to provide \$500
to assist Arizona with
conference preparations

1990 conference to be
held in Southern
California

III. Arizona State Director Report

Cheryl Brown, Arizona State Director, described collaborate efforts with NADE in Arizona. A joint conference is being planned for October 28-29 in Phoenix. Cheryl made a formal request to the Board for \$500 in seed money to assist with initial conference expenses. NADE is putting \$500 toward the conference and the Maricopa Community College District will also be assisting with finances.

(M) Becky Patterson: to provide \$500 in seed money to assist Arizona with its state conference.

(S) Gwyn Enright

Discussion: Susan commented that the money is only seed money if Arizona plans to eventually return it to WCRLA. She requested that a special projects form be submitted to her.

PASSED

IV. 1990 Conference Site

Southern California will be the site for the 1990 conference. Sue Brown, Chairperson for Site Selection, has been working with Patti Dozen, Bill Broderick and Maranda Montgomery.

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Hotel in Long Beach or
Irvine to be selected

Bill Broderick to be
the 1990 conference
manager; Maranda
Montgomery to be
assistant manager

Three hotels are being considered: Sheraton and the Ramada Renaissance in Long Beach and the Hilton in Irvine. Sue has been unable to visit any of the sites and she recommended that someone do so before a final selection is made. It was suggested that since Wes Brown will be in the area in April that he could visit the sites.

Patti Dozen, Bill Broderick and Maranda Montgomery provided details and opinions on each of the hotels listed above.

There was considerable discussion on who the conference manager for 1990 would be. With the information provided to the Board as of today, Susan stated that Bill Broderick would be conference manager with Maranda Montgomery as assistant conference manager. Specific duties of each would have to be outlined.

(M) Gwyn Enright: to accept a bid for the 1990 conference in Southern California from a hotel in either Long Beach or Irvine. The final decision is to be made at summer board. Wes Brown is to be charged with visiting the hotels to gain information necessary to make the final decision.

(S) Gladys Shaw

PASSED

The Board adjourned at 4:05 and reconvened at 4:15.

V. Task Force Update

What's In a Name Task Force
reviewing relevant
terminology

Mary Rubin reviewed the charge of her task force and informed the Board that there are sixteen individuals (out of twenty-five contacted) who are actively working on the charge. At the request of Martha Maxwell several dictionaries were reviewed in relation to terminology relevant to the task force charge. The initial findings are presented in Attachment FF.

Categorization of
definitions to be next
focus of task force

Members of the task force will focus efforts in the coming months on categorizing terms and coming up with definitions. A position paper is projected for January. Gwyn encouraged Mary to begin publishing results as the group moves along and not wait until the entire project is finished.

The Board felt like this should be considered for presentation at NADE.

Susan requested that the Board be updated frequently on the progress of this task force.

Mary expressed her appreciation to the Board for their interest and support in this topic.

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VI. Reader's Survey in JDE

JDE conducting a reader's
survey

Susan distributed a survey
that she received from Barbara
Calderwood, Managing Editor
for JDE. (See Attachment GG.)
Susan has asked that Vince
Orlando and JoAnn Mullen
respond to the survey

VII. JDE Outstanding Article

JDE to select an
outstanding journal
article

Susan informed the Board that
she received a letter from Bunk
Spann notifying her that JDE
plans to institute an award for
the outstanding article in JDE.
Attachment II contains details
of the evaluation method. Bunk
is requesting participation
from other organizations in the
selection process. Gwyn
expressed that she feels this
is a political agenda and that
JDE should have its own
reviewers choose the
outstanding article.

Board votes not to
participate in the
selection of JDE's
outstanding article

(M) Gladys Shaw: that WCRLA
supports the idea of an
outstanding journal article but
chooses not to participate in
the selection of the
outstanding article. WCRLA
recommends that JDE use its own
reviewers in the selection
process.

(S) Becky Patterson

PASSED

VIII. Membership Survey

Susan Deese to survey
WCRLA membership in an
effort to better define
ourselves

Susan would like to distribute
a survey in the fall,
information from which would
be used to better define
ourselves. Susan requested
that Board members submit to
her by July assumptions or
ideas on the types of
questions it should contain.

IX. Placement Report

Placement service has 90
active members

Anna Marie Schlender reported
the following: the placement
service has 65 active members
since the last conference; 30
signed up this year; 5 have
moved; there are 90
subscribers to the service.
Four multiple mailings have
been done; one single mailing.
Six telephone requests on job
search have been fielded by
Anna Marie. Eighteen job
announcements from this
conference will be sent to the
90 subscribers.

Use of 800 or 900 number
to be investigated

The use of an 800 or 900
number was discussed. The
Board asked Anna Marie to
investigate both options. Gwyn
cautioned that whatever is
used it must be dependable.
She relayed experiences with
TeleNade.

Job search session to be
scheduled for Seattle
conference

Becky Patterson suggested that
a session on job search/job
change be held at the Seattle
conference. Susan recommended
that tips on job search be
placed in the Newsletter.

Application for placement
service to be placed in
summer Newsletter

Idea of conducting
preliminary interviews at
the annual conference is
positively received by the
Board

Plenary session a success

Gwyn commented that she doubts members know that they have to subscribe to this service. She recommended placing a reminder in the Newsletter. Anna Marie informed the Board that an application for the service is always placed in the Newsletter following the conference.

The idea of providing space at the conference for preliminary interviews to be done was well received by the Board. Becky Patterson and Anna Marie were asked to work on this concept for the Seattle conference.

On behalf of the Board, Susan extended appreciation to Anna Marie for her work on the placement service.

X. Plenary Session

The Board commented that the session was positively received. It was recommended to have another one in Seattle, but there is a need to educate members on what "plenary" means. More time for closure is needed and it was recommended for Seattle that the session be scheduled for one and half hours. The Board also recommended that issues be placed in the program so people have time before the session to think about them.

Gladys commented that those participating in her group were not opposed to raising the membership fee.

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XI. Budget Preparation

Budget requests due to
Susan by July 15

Gladys Shaw distributed
packets containing forms that
will assist Board members with
their budget requests.

Susan asked that budget
requests be sent to her by
July 15.

The meeting was adjourned at
5:47 p.m.

Respectfully submitted


Becky Johnson, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Sacramento, California
Capitol Plaza, Holiday Inn
March 23, 1988

Board Members Present: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer.

Others Present: Bill Broderick, Computer SIG Leader; Carol Clymer, 1988-89 treasurer-elect; Shar Mansfield, N. California State Director; Tom Gier, SIG Coordinator; Manual Olgin, MAC Chairperson; Vince Orlando, JCRL Executive Editor; Becky Patterson, 1988-89 president-elect; Bernie Rihn, Washington State Director.

Gwyn Enright called the meeting to order at 8:05 a.m.

I. Tutor Certification

Tom Gier presented recommendations (See Attachment U) for national tutor certification.

One recommendation was to establish a committee that would examine issues the proposal presents. The Board questioned Tom's recommendation to have a Board member chair this committee. The Board recommended that Tom chair the committee and report directly to the Board.

Issue of national tutor certification explored

Other recommendations to the proposal included: add a renewal process to the procedure; ensure that the procedure allows institution flexibility; advertise the service as a benefit of WCRLA membership.

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Board approves the establishment of an ad hoc committee to address the national tutor certification issue

**** Manual Olgin entered at this time.

Cost of this service was discussed, but Tom was not able to provide an estimate.

Use of size of certificates to differentiate levels of certification was discussed. Charging institutions a fee to cover the cost of the certificate was discussed. Also, certifying the institution through a certain date was mentioned.

(M) Susan Deese: to endorse Tom Gier's recommendation for national tutor certification with additions and changes discussed and to establish an ad hoc committee, to be chaired by Tom Gier, that will refine the process and submit to the Board for final approval at the summer board meeting.

(S) Gladys Shaw

Discussion: Wes Brown introduced the idea of a mechanism to update criteria for certification needing to be included; he also expressed concern over the issue of quality control of the program; Susan Deese asked that the committee consider how to respond when documentation is incomplete or doesn't meet criteria.

Wes Brown, Becky Johnen, Susan Deese and Gladys Shaw expressed a willingness to work on the committee.

PASSED

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**** Gladys Shaw left the
meeting at this time.

II. SIG Coordinator Report

SIGs had a successful year

Tom Gier, SIG Coordinator,
presented the Board with a
written annual report
(Attachment V). Highlights of
his report include: there were
8 active SIGs this year;
chairs of the Critical
Thinking and Evaluation and
Research SIGs will step down
this year; the ESL SIG will be
inactivated; the Hospitality
Room will feature information
on the SIGs one evening.

**** Gladys Shaw returned to
the meeting at this
time; Susan Deese left.

Gwyn notified Tom that Susan's
column in the Fall NADE
newsletter will focus on the
SIGs.

Issues of concern to SIGs
evident in conference
program

Tom expressed appreciation to
see the support of issues
raised by SIGs to be a major
portion of the conference
program.

**** Susan Deese returned to
the meeting at this time.

SIG members need to be
WCRLA members

Gwyn expressed that SIG
members should be WCRLA
members. Tom shared that
currently there is no pressure
put on SIG leaders to see that
this happens. It was the
consensus of the Board that
the encouragement of SIG
members to join WCRLA be added
to SIG Leaders job

Guidelines on appropriate development of SIG newsletters needs to be established

SIGs should have membership fees

Persons providing support to the Peer Tutoring SIG to receive recognition from the Association

description.

Tom also distributed the 1988-89 SIG Leader Packet (Attachment W). The Board recommended that information on the development of newsletters and appropriate samples be included.

The Board expressed its concern over items in recent issues of The Spoke in the Wheel (Critical Thinking SIG Newsletter). The Board asked Tom to inform the new SIG leader that the Spoke not be continued in its present form as an official publication of WCRLA. Jerry Fishman can continue the Spoke, but not affiliated with WCRLA.

*** Susan Deese left the meeting at this time.

III. Peer Tutoring SIG Report

Tom Gier, leader of the peer tutoring SIG, presented a written report to the Board (Attachment X).

The Board commented on Tom not charging anything to assist with printing and mailing costs and strongly encouraged him to start doing so.

Tom asked that recognition be given to Joan Haig, Dean and Karan Hancock, Co-Editor for their support of the Peer Tutoring SIG. Gwyn informed Tom that Susan Deese will be sending thank you letters.

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Congratulations extended
to Tom Gier for his work
with the SIG

Gwyn, on behalf of the Board,
complimented Tom on an
exemplary newsletter, his fine
written report and his
outstanding contributions to
the Association.

IV. MAC Report

MAC sponsoring a forum at
the conference which
features Assemblyman John
Vasconsellos

Manual Olgin, MAC Chairperson,
reported that a main concern
for the committee has been
getting speakers or institutes
at conferences. This year, John
Vasconsellos will speak at a
forum during the conference.

Manual Olgin unable to
continue role in MAC

Manual informed the Board that
he has had a change in his job
that will take him out of the
learning assistance field;
therefore, he will no longer be
able to chair this committee.
Wes Brown indicated an interest
in chairing the MAC.

**** Susan Deese returned to
the meeting at this time.

The Board discussed the
combination of MAC and the
Hispanic Interest Group, but
came to the conclusion that the
purposes for each were
different and decided against a
move in that direction.

Minority issues need to
be reflected in conference
program

Susan recommended that Becky
Patterson work closely with the
Hispanic SIG to bring Hispanic
issues to the Seattle program.
The Board endorsed the need to
have conference programs
reflect minority concerns.

**** Vince Orlando entered the
meeting at this time.

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Appreciation extended to
Manual Olgin for his
contribution to MAC

Gwyn and Susan both expressed
their appreciation to Manual
for the work he has done this
year and for his fine work on
the forum.

**** Bill Broderick entered the
meeting at this time.

The meeting was adjourned at 9:55
for a break and reconvened at 10:05.

V. JCRL Report

Vince Orlando notified the
Board that the Journal is to
Hal and will be distributed
soon. Vince stated that he saw
no problem with getting the
Journal out prior to the
conference.

Thirty-three manuscripts were
received and 21 published.

Cost of Journal \$6,000

It cost \$6,000 to print 1,000
copies of the Journal. The
publisher had estimated \$3,685.
Despite the publisher's
underestimate, the Journal was
still done within budget.

The Journal will be on sale at
the conference for \$12.

Journal expands to two
issues 1989-90

Beginning in the Fall of 1989,
the Journal will become a two
issue volume with one issue out
in the Fall of 1989 and the
second in the Spring of 1990.
Vince estimates a cost increase
of \$2,000 for the 2 issues.

**** Susan Deese left the
meeting at this time.

Increase in membership
benefits without increase
in membership fees
discussed

Institutional subscriptions
to be solicited

New look for Journal
advocated

Vince informed the Board that if articles are in a scannable quality, there is a 10% reduction in costs; if on disk, a 20% reduction. There was discussion on soliciting articles from writers on disks.

**** Susan Deese returned to the meeting.

Gladys Shaw raised the question of whether membership fees would be increased with going to 2 issues of the Journal. This led to a discussion on how far an Association goes in providing benefits without raising fees. It was decided to have participants at the plenary session deal with this issue of fee increase.

Institutional subscriptions to the Journal were addressed. It was felt that the Association should be proactive in soliciting institutional subscriptions. Vince submitted the form on page 4 of Attachment Y as a means of gaining institutional subscriptions.

Vince discussed the need to change the cover of the Journal including having a new logo. Pages 1 and 2 of Attachment Y reflect ideas he had for a new Journal logo. Gwyn informed Vince of the project JoAnn Carter-Wells is doing for the Association in formalizing one look for WCRLA and recommended that he communicate needs to her.

Information sheet for
manuscript authors devised

Vince commented that he and JoAnn Mullen had to do a lot of rewriting because authors did not follow style requirements. As a result they developed an information sheet to contributors (See Attachment Y, page 3).

On behalf of the Board, Gwyn congratulated Vince on his fine job with the Journal.

VI. Computer Technology SIG Report

Computer Technology SIG
establishes a resource
network

Bill Broderick, SIG Leader, reviewed the written report he presented to the Board (See Attachment Z). He highlighted the main accomplishment of the SIG as its development of a resource network.

Board denies Association
funds for SIG to join
clearinghouse

Bill requested funds from the Board to join a clearinghouse. The Board recommended that Bill find out from SIG members how much they would be willing to contribute to support this activity. It was also suggested that the SIG could offer this as a service (charge \$10-15 fee) and function as consultants for others who may wish to use the clearinghouse. The Board asked to be kept apprised of Bill's efforts.

Computer Fair staffed by
vendors this year

The Computer Fair will be staffed by vendors this year. That is in direct response to reviews from the Albuquerque conference. The Fair is actually open 9:30 until 4:30, but it isn't listed that way in the program. Susan commented that it is up to the vendors to reopen following the general

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Computer fair to remain
separate from publisher's
exhibits

United Airlines interested
in being the official
carrier for the 1989
conference

session. Susan encouraged Bill
to work closely with Becky
Patterson for the Seattle
conference.

**** Bernie Rihn joined the
meeting at this time.

Having the computer fair as
part of the publisher's exhibit
was discussed, but not endorsed
since the goals of each are
different. The idea of having
presenters use the equipment
brought by vendors was raised;
however, it was felt that this
would limit the availability of
the use of the room.

Gwyn complimented Bill on the
quality of the SIG's
newsletter, especially its
professional image.

VI. Conference Report 1989

Dee Tadlock was unable to
attend at this time so Bernie
Rihn presented the report.

He informed the Board that
United Airlines is offering
such incentives as 45% off
regular coach fare; if one
finds a better fare elsewhere,
United will beat that fare by
5%; for every 40 tickets sold,
1 free ticket will be issued
up to 15 tickets (continental
U.S. only). United is
interested in being listed as
the official carrier for WCRLA.
The Association would have to
publish three times that United
is the official carrier
(Association gets to choose
publication means). Upon

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Seattle conference to
be held at the Madison
Stauffer Hotel

Summer Board to meet
August 5 through 7

Plans for leisure tours
well underway

Scheduling of conference
clarified

signing a contract to have
United as the official carrier,
the Association would receive
one free airline ticket.

The Seattle conference will be
held at the Madison Stauffer and
a contract has been signed. The
summer board meeting will take
place noon August 5 through noon
August 7; comp rooms for the
board meeting are in the
contract.

Tours being planned include: a
walking tour of Seattle; Blake
Island; bus tour to Yakima
Valley; ferry to Victoria (this
would be a leisure tour before
or after the conference).

Bernie raised a concern that the
conference always falls at
break, finals or first week of
term. Gwyn explained that the
conference date is always held
the week before Palm Sunday. It
would take a vote of the
membership to change that.

The meeting was adjourned at 12:05 p.m.

Respectfully submitted


Becky Johnson, Secretary

(These minutes have not been approved.)

WCRLA
First General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 24, 1988

I. Welcome

President Gwyn Enright presided and called the meeting to order at 1:40 p.m. She welcomed the members to the conference and introduced the newly elected officers: Becky Patterson, president-elect, 1988, and Carol Clymer, treasurer, 1988-90. The members were also welcomed by Susan Deese, president-elect and 1988 Conference Manager and Program Committee Chairperson; Nancy Tooker, 1988 Conference site manager; and, David Mertes, Chancellor of Los Rio Community College District.

II. Nominations and Elections Committee

President Enright expressed appreciation to Pat Heard for a job well done as chair of the Elections Committee. She then introduced Susan Brown, Nominations and Elections Committee Chair for 1989. Susan announced the members of her committee and invited WCRLA members to an open meeting of the Nominations and Elections Committee on Friday, March 25, at 8:00 a.m. in Diablo. Committee members are Wes Brown, Kathy Carpenter, Nancy Moreland and Jim Prager.

III. Keynote Speaker

Dr. JoAnn Carter-Wells, professor from California State University Fullerton, introduced the keynote speaker, Dr. Richard Paul. Dr. Paul's speech was entitled, "Critical Thinking and the Evaluation of Learning."

The meeting was adjourned at 3:25 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
Second General Session
Sacramento, California
Capitol Plaza, Holiday Inn
March 25, 1988

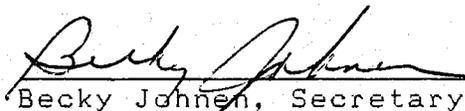
- I. President Gwyn Enright presided and called the meeting to order at 1:35 p.m.
- II. President Enright introduced Becky Johnen, secretary, who highlighted Board activities since the annual conference in Albuquerque (1987) in the secretary report. (See Attachment AA.)
- III. Secretary Johnen introduced Gladys Shaw, treasurer, who presented the treasurer's report. Gladys announced that WCRLA is solvent as an organization; the books are in balance; prior to the conference the Association had approximately 660 members; and, the 1986-87 audit was favorable.

The Association's funds balance on June 30, 1987 was \$42,923.61. This included an increase of \$3,736.57 over the year's beginning balance. Since member fees fund only about half of the Association's normal operating expenses, this increase was primarily due to the financial success of the 1987 conference. As of February 29, 1988 the Association's funds balance was \$43,462.31.

- IV. Treasurer Shaw then introduced Wes Brown, Coordinator of State/Region Directors, who presented the report on state/region activities. There are twenty-nine states/regions and only four are without directors. The Board has approved guidelines for the formation of state chapters and discussion on this has been a focus of state/region directors' meetings.
- V. Carole Bogue introduced President Gwyn Enright who delivered the presidential address entitled, "The Keys to Keeping Both Doors and Minds Open." (Text is included in Attachment BB.)

The meeting was adjourned at 2:15 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)

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WCRLA and NADE officers discuss ways Association's can cooperate with one another

Joint or concurrent conference with NADE discussed

Newsletter column exchange between WCRLA and NADE presidents to begin Fall, 1988; Susan Deese to spotlight SIGs

Program slot at conferences to be made available to Association liaisons

B. WCRLA Representative at NADE

Susan had the opportunity to meet with Diane Vukovich, NADE president and Kaylene Gebert, NADE president-elect while at the 1988 NADE conference. Items discussed included: possibility of a joint/concurrent conference in 1993 in San Antonio, Texas; exchanging membership lists each June 1; having each Association President write a column for the other's Fall Newsletter; exchanging an exhibits table at each conference; and, having a program slot at each conference.

The concept of a joint or concurrent conference received attention from the Board. It was decided that a clear definition of terms was needed and that if the concept is pursued, neither Association loses its self-identity in the process. It was decided that this would be an item of discussion at the summer board meeting.

Susan's first column for the NADE Newsletter will focus on the SIGs. It was recommended that this column articulate the strong points of WCRLA and not the differences between the two Associations.

The idea of having a program slot at each conference met with much discussion. The question of whether this arrangement would obligate us to have space on our program for other Association liaisons

was discussed. Since we do not have the same reciprocal relationship with other liaisons we would not be obligated to provide the same "service". It was recommended that we view this an opportunity not a problem and deal with each liaison individually. Becky Patterson was charged with writing to all liaisons offering them program slots.

C. JCRL in institution libraries

Association to make a concerted effort to get the JCRL in institution libraries

Susan shared that a personal goal would be to work with JoAnn Mullen and Vince Orlando to draft a letter that would go to all libraries announcing the opportunity to buy the JCRL for their collections.

The Board complimented Susan on her report as well as the fine job she did on the conference programs.

IV. New brochures

New brochures ready for distribution

Gwyn Enright distributed the new WCRLA brochure (see Attachment I). The brochures will also be given to the state directors.

**** Nancy Tooker joined the meeting at this time.

V. On-Site Conference Chair's
Report

Nancy Tooker reported that as of March 21, 296 persons had pre-registered for the conference. To date, what has been spent has been close to budget; there have been no unexpected expenses.

Policy on AV requests
to be developed

Nancy commented on the need for a more precise audiovisual (AV) list. She recommended that an AV list accompany the acceptance letter to presenters specifying a deadline for ordering equipment. Susan Deese supported this idea reaffirming that a definite policy on AV requests is needed.

Need for strong computer
support from institutions
in the area of an annual
conference is voiced

Nancy recommended that more computer support is needed. One suggestion was to schedule presentations requiring computers in the computer fair room. Wes suggested that something be placed in the host city packet to see if schools would donate equipment. Becky Patterson suggested that 2 AV people be assigned to work on the conference; 1 for general needs and the other for computers. Use of hotel resources was discussed, but the cost (approximately \$17 per day per unit) is prohibitive.

Concern over
exhibitor fee
addressed

Concern over the fee charged to exhibitors was discussed. Nancy felt that many exhibitors were reluctant to come because of the cost. One vendor cancelled because of the cost.

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Exhibitors to be surveyed to determine views on current year fee structure

Interpreters are needed for the conference

The location and size of the conference are factors vendors also consider when deciding to exhibit. It was discussed that we do not have the same market for publishers since many instructors do not have adoptions for texts. It seems that the key is how we market ourselves to publishers. It was suggested that we survey the exhibitors this year on their feelings of the cost of the tables.

Registration for the institutes is doing well as is registration for the SIG meals. Susan recommended that Nancy turn in a number 10% below the number who register for a meal function because of the number of no shows.

Frances Croft called Gwyn and notified her of the possibility of deaf educators attending the conference on Friday. The need for interpreters, particularly at the registration table, was discussed.

On behalf of the Board, Gwyn thanked Nancy for her fine report.

The meeting was adjourned at 12:15 for lunch and reconvened at 1:30.

VI. Treasurer, 1988-90

Carol Clymer, treasurer,
1988-90

Gwyn Enright welcomed Carol Clymer and congratulated her on having been elected treasurer, 1988-90.

VII. New Membership Benefits

Journal of Developmental Education and Review of Research in Developmental Education added to membership benefits

Attachment J details the specifics of offering the Journal of Developmental Education and Review of Research in Developmental Education as benefits to membership in WCRLA. The supplemental subscription offer (see Attachment K) developed by Gwyn has received positive feedback.

VIII. Revised Job Descriptions

A. Coordinator of State/Regional Directors

Attachment L contains the revised job description as recommended by Gwyn.

Title change to Coordinator of States and Regions recommended

Discussion revolved around: title change to coordinator of states and regions; in addition to current membership lists, one year lapsed member lists would also be helpful; and, include chapter presidents (in parenthesis) throughout the description.

(M) Wes Brown: to approve the job description for state/region directors as amended.

(S) Gladys Shaw

PASSED

B. JCRL Editor and Executive Editor

JCRL Editor works with authors and manuscripts; Executive Editor deals with the business aspects of the Journal

Duties as recommended by Gwyn are contained in the job descriptions in Attachments M and N. The difference between editors was clarified - editor works with authors and the manuscripts while the executive editor works with the business functions.

Discussion on the descriptions centered on the timelines. Susan recommended that the editor set timelines; Gwyn commented that those on the description are suggested timelines only and that the individual has a say in the actual timelines.

(M) Gladys Shaw: to accept the editor and executive editor descriptions.

(S) Wes Brown

PASSED

C. Elections Chair

See Attachment O for the revised job description. There was no discussion on the recommended changes.

(M) Wes Brown: to accept the elections chair job description as presented.

(S) Gladys Shaw

PASSED

D. Awards Committee

Awards committee to coordinate any fund raising activities that take place at the annual conference with the on site manager

Attachment P details the recommended changes. Main change involves the committee coordinating any scholarship or award fund raising activities to take place at the annual conference with the on site conference manager or designee.

(M) Wes Brown: to accept the awards committee description as presented.

(S) Gladys Shaw

PASSED

IX. Plenary Session

Plenary session to address major issues facing the Association

The Board discussed the format and structure for the plenary session. Following introductory comments by Gwyn, the large group will break into smaller groups based on individual interest in topics presented. The

small groups will be facilitated by Board members. Facilitators will allow time for closure at the end of the discussion and will complete an informational sheet for Gwyn.

Board members to facilitate small group discussions during plenary session.

Board facilitator assignments: Name Change - Susan Deese; Regional Expansion/Size - Wes Brown; Member Benefits - Gladys Shaw; Political Activities - Carol Clymer; State Chapters - Becky Johnen; Professionalism - Becky Patterson.

Becky Johnen will distribute facilitator guides to all Board members.

The Board adjourned at 3:25 for a break and reconvened at 3:50.

X. Archives Report

Board approved reimbursing archivist for moving expenses that resulted from WCRLA items

Karen Smith presented a written progress report to the Board (See Attachment Q). It was decided that WCRLA would pay the estimated \$100 additional shipping costs for WCRLA's items to go from New Mexico to Louisiana. Karen informed the Board that the portable display will be redone if not easily transportable by plane.

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A list of what items are appropriate to be sent to archivist to be developed

New Mexico individual to deal with Corporation paperwork to be named

Standard logos and public relations policy for all official WCRLA business to be developed

There was discussion on what items are appropriate to be sent to the archivist. Karen will develop a list. Susan will add this development of a "records management sheet" to the archivist job description.

Karen informed the Board of the need to identify a new individual from New Mexico who will be responsible for the paperwork involved with the filing of the Corporation papers.

The Board congratulated Karen on her new position.

The meeting was adjourned for dinner at 4:05 and reconvened at 7:25.

XI. Policy on Publications and Printed Matter

JoAnn Carter-Wells presented a procedure on the development of a professional look and method of presentation for all official WCRLA business (see Attachment R).

Discussion ensued on the Association's image when any content is disseminated. SIG newsletters were used as an example.

**** Kate Sandberg entered;
Kate and Susan Deese left the meeting at this time.

The Board discussed JoAnn's proposal item by item and recommended language changes are reflected on Attachment R. The Board felt that the Marketing Plan Carole Bogue presented at the 1986 annual conference would be a helpful guide for JoAnn. (See Attachment S.)

**** Susan Deese re-entered the meeting at this time.

(M) Wes Brown: for JoAnn Carter-Wells to develop a professional look and method of presentation for all official WCRLA business and to present to the Board at its summer meeting a preliminary draft of logos and a public relations policy.

(S) Gladys Shaw

PASSED

**** Patti Glenn joined the meeting at this time.

XI. Bylaws Update

Patti informed the Board that she had two inquiries throughout the year regarding bylaws. One involved state chapters and whether a bylaws change would be needed. She advised the Board to have decisions regarding the state chapter issue remain Board policy

State chapters to be a Board policy first year rather than bylaws change

The scheduling of a conference outside the 18 Western states would require a bylaws change

rather than a bylaws change for now.

The second inquiry involved the scheduling of an annual conference outside of the Western states. This would have to be a bylaws change, either eliminating the item that reads, "...18 Western states..." or the item could be temporarily suspended.

Patti asked the Board that whatever the it does, to keep it simple.

*** Patti Glenn left the meeting at this time.

XII. Plenary Session

Becky Johnen distributed a facilitator's guide (see Attachment T) to help Board members prepare for the plenary session.

Gwyn distributed the recording forms (Attachment T, page 30) to be used at the session.

The meeting was adjourned at 8:30 p.m.

Respectfully submitted


Becky Johnen, Secretary

(These minutes have not been approved.)