

12-28-87

Dear All,



Finally! The minutes and attachments from the October retreat are enclosed. I apologize for their tardiness. I had great difficulty finding quality time to work on them as I was in and out of the hospital several times from mid-November on. If some of the thoughts seem fragmented it could be because there were gaps of weeks between the start and finish of some items.

Anyway, I am "fine" now. I had successful cancer surgery on Christmas eve and am home recuperating. I will be back in full action on January 4.

I look forward to seeing everyone in Sacramento and to talking to you soon regarding the state chapter process.

Attachment F contains revised language for the state chapter process. Please review and when we have the conference call, be ready to give me more feedback on it. I will be talking to Gwyn, hopefully this week, regarding best time to set up the conference call.

Until then, take care everyone. My best to you all.

Have a great new year.

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 25, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 3:25 PM.

I. Welcome

Agenda
approved

Gwyn Enright welcomed everyone. The agenda was approved with the changes as noted (Attachment A).

II. Budget additions

Board
approved
reimbursement
for J. Mullen's
NADE conference
expenses

JoAnn Mullen will be presenting at the NADE conference in Orlando, Florida in March. \$800 was requested to support JoAnn's trip to this conference. It was suggested that JoAnn's actual expenses for the trip be reimbursed and that she room with Susan Deese while at the conference.

(M) Gladys Shaw; to reimburse JoAnn Mullen for actual expenses incurred at NADE's conference.

(S) Susan Deese and Wes Brown

PASSED

Board
approved
funding for
terminology
task force

Gwyn Enright updated the group on Mary Rubin's terminology task force. Mary is getting information from noted individuals in the field; findings will be presented in Sacramento. Additional funding to cover postage (\$50), phone (\$20), copies (\$10), and stationery (\$100) was requested.

(M) Wes Brown; to approve funding the terminology task force additional money to cover expenses.

(S) Gladys Shaw

PASSED

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III. Seattle, 1989

Seattle
conference
to run
Wednesday
through
Saturday

The group discussed changing the calendar for the Seattle conference to Wednesday through Saturday. Susan Deese expressed the desire to see the conference run through Saturday two consecutive years. It was the consensus of the group to switch to a Wednesday through Saturday schedule for the Seattle conference.

WCRLA not
to cosponsor
conference
with WADE

Susan Deese informed the group that WADE (Washington Association for Developmental Education) wants to have its 1989 conference with WCRLA. Gwyn Enright questioned the idea of cosponsoring; suggested that WADE could sponsor pre and/or post conference activities. It was the consensus of the group not to co-sponsor the Seattle conference with WADE, but rather to allow WADE some time to meet during the conference. Gwyn Enright will communicate with Dee Tadlock that WCRLA doesn't want to schedule a conference that will conflict with WADE.

Wes Brown suggested that if WADE is included in the Seattle program, then thought should be given to including SIG's on the program also. Susan Deese informed the group that four out of ten institutes for Sacramento are SIG sponsored. Gwyn Enright suggested that an official liaison relationship be maintained, with a place on the program guaranteed.

IV. Journal of Developmental Education (JDE) and Research in Developmental Education (RIDE)

JDE and
RIDE benefits
discussed

Gwyn Enright provided the group with a review on the JDE and RIDE issue. If WCRLA offered RIDE as a benefit or membership the organization would receive a discount on advertising (there is no free advertising) and first choice of where the ad would be placed. WCRLA would have an information column. The organization would also be allowed to place enclosures in RIDE once a year.

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Cost of
RIDE and JDE
discussed

Seventy-six of the 593 WCRLA members are also members of NADE (National Association of Developmental Education). The cost of RIDE to WCRLA members would be based on a percentage of membership. This could be based on the previous year's quarterly average. The group felt that this would be too cumbersome and that members needed to know upfront what the cost to them would be. An alternative for cost projection was to estimate a percentage of membership that is felt would take RIDE and compute overall costs on that. It was suggested that this issue be discussed at a plenary session in Sacramento.

(M) Gladys Shaw moved that JDE and RIDE be offered as benefits of WCRLA membership.
(S) Wes Brown

PASSED

Gwyn recommended that the issues be presented to the membership in the next Newsletter and that a vote be presented to the membership with the elections information.

Multi-issues
of JCRL
discussed

JoAnn Mullen questioned whether this recommendation would affect the Journal of College Reading and Learning (JCRL) if it went to more than one issue per year. Discussion ensued on the journal being published more than once a year. It was felt that the expansion of the journal would increase its quality. A disadvantage is that some items submitted by the membership who aren't expert writers will not get published. Wes Brown recommended that JCRL be published more than once a year. The group suggested taking this recommendation to members at the Sacramento conference.

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V. Arizona Developmental Education Conference

Ways WCRLA
and other
professional
organizations
can cooperate
discussed

Gladys Shaw will be attending the AZADE conference and will be presenting information on WCRLA. She requested that the group discuss ways in which AZADE and WCRLA can cooperate. Gladys explained how things work in Texas and Becky Johnen shared how the Oregon Developmental Studies Organization and WCRLA operate together. Gladys pointed out that Arizona is territorial in regards to professional groups.

Benefits of
WCRLA
highlighted

A discussion on similarities and differences between WCRLA and NADE was held. Gwyn Enright stated that NADE focuses on remedial work while WCRLA doesn't limit itself to remedial. The group provided the following ideas for Gladys to highlight at AZADE: SIGS - a way for the members to extend knowledge beyond the conference and a way for the organization to focus on concerns of its members; WCRLA is more content-oriented and presents practical teaching ideas vs. an administrative orientation found in NADE material; WCRLA is known for its sharing and networking - its members are very generous and supportive of colleagues.

VI. Locations of Conferences


Kansas City
and Calgary
considered
as future
conference
sites

Current
practice
reviewed

Wes Brown asked the group to think about WCRLA's practice of holding a conference in California every other year. He informed the group that Kansas City, Kansas and Calgary, Canada are being considered as future conference sites. Kansas City is very eager to host a WCRLA conference. In considering current practice, the group reminded that California has over one-half of the membership; it is inexpensive to and attractive to hold conferences there.

The meeting was adjourned at 5:30 p.m.

Respectfully submitted


Becky Johnen, Secretary

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Gwyn Enright called the meeting to order at 7:45 PM.

I. Preparation for October 26

Activity
assignments
given

Gwyn Enright distributed a motivational analysis survey and asked that everyone complete it by tomorrow morning.

She also asked that everyone do a story of their life, in picture format. Appropriate materials were distributed.

II. WCRLA - the future

The look
and feel of
WCRLA is
projected
to 1997

The group was asked to list where it sees WCRLA ten years from now; what is the organization doing; what does it look like.

The discussion focused on three areas: identity, visibility and credibility. Results of the brainstorming activity can be found in Attachment B. Attachment C contains the synthesized version of the discussion.

The meeting was adjourned at 9:00 p.m.

Respectfully submitted



Becky Johnen, Secretary

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 26, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 9:15 AM.

Board participates in activities to get to know one another better	I. Autobiographical Sketches and Motivational Analysis Each person present shared his/her autobiographical picture. Results of the motivational analysis survey were also shared. These activities were done so that to board members could get to know one another better.
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1987-88 goals reviewed	II. WCRLA 1987-88 goals Gwyn Enright reviewed the three goals that she has established for the year: 1. to protect the special quality of WCRLA; friendly and intimate qualities 2. to be aware of the political realities in education 3. to find ways to increase benefits for members so that the organization remains competitive
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Objectives to operationalize goals established	The group discussed each goal in detail and brainstormed ways to operationalize each goal. The results of the discussion are captured in Attachment D.
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The group adjourned at noon and reconvened at 1:25 PM.

III. State Chapters

Mechanism to establish state/regional chapters presented

Becky Johnen distributed draft guidelines to establish state/regional chapters. (Refer to Attachment E.) The group reviewed the proposed bylaws addition. Recommended language changes are contained in a revised bylaws draft in Attachment F.

Becky will discuss liability concerns with legal counsel. After revisions are sent to the board, Becky will work with Gwyn on a conference call for further discussion and approval of the guidelines. Following board approval, Becky will work with Patti Glenn on the process to get information to membership.

IV. Publications

Placement of officers, etc. in Newsletter discussed

Wayne Herlin asked for feedback from the board on the placement of officers and state/regional coordinators in the Newsletter. The consensus of the group was that officers, coordinators and SIG leaders should be listed in every issue. Placement of officers on the back page is fine, with state/regional coordinators on another page. It was requested that Newsletter deadlines be included on the last page.

Focus of JCRL discussed

JoAnn Mullen requested that the Board discuss the Journal of College Reading and Learning. (JCRL) Should JCRL be a conference proceedings or a journal? Members of the Board were divided in their feelings on the issue. If JCRL was journal oriented, the it was suggested that conference-related articles be recognized somehow.

Since 46% of the membership is at four-year institutions (with publication requirements), the impact of JCRL on them must be considered. It was suggested that the acceptance/rejection rate for the journal be printed in JCRL.

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Advertising
in and of
JCRL to be
investigated

Vince Orlando informed the group that a style sheet for JCRL is being developed. The NADE and CRI membership lists are to be given to Vince. The group supported the idea of soliciting articles from other sources and recognized that this could mean that more WCRLA members may find their articles rejected.

Circulation
of JCRL
pondered

The issue of circulation of JCRL was discussed. Currently, 1,000 copies are printed. If circulation was increased, JCRL could get indexed. This could result in circulation doubling. Disadvantages of offering JCRL to other organizations as a benefit of membership was discussed. Advertising JCRL in other journals and advertisements in JCRL are going to be investigated by Vince Orlando.


V. What's in a name task force

Task force
to examine
common
terminology
named

Mary Rubin will be leading a task force investigating common terminology used in our discipline. The task force is comprised of Wes Brown, Lois Burrill, Frank Crist, D.A. Clowes, Phoebe Helm, Jane Lehmann and Nancy Wood. There will be information in the next Newsletter on the work of this task force. Gwyn met NADE's Newsletter editor, Martha Casazza, at a conference in Wisconsin. Martha had presented a position paper on learning assistance. Gwyn suggested that Mary contact Martha.

The meeting was adjourned at 6:15 p.m.

Respectfully submitted


Becky Johnen, Secretary

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Gwyn Enright called the meeting to order at 9:30 AM.

I. Standards and Guidelines for Student Services/Development Programs

The Board reviewed and commented on the standards and guidelines drafted by the Council for the Advancement of Standards for Student Services/Development Programs. (Attachment G)

In response to the general standards, the Board reacted positively to the statement of philosophy, but had no other comment except as standards impacted the specific.

In response to the standards and guidelines for learning assistance programs the following issues were identified:

Board identifies 13 areas of concern with proposed standards and guidelines for learning assistance programs

1. Use of the terms remedial, developmental and learning assistance. These terms lack precision and do not convey common meaning throughout the discipline. The Board recommended that the word "services" be used in place of these words, with "services" footnoted to indicate remedial, developmental, etc. Each institution could then define services or the terms for its own use. (ref. Mission, page 63, 1A)

2. The guidelines lack information on variations of learning styles. (ref. Mission, page 63, 1-B-1)

3. All capabilities of students must be considered. If a student is admitted, the institution and/or appropriate program must take responsibility for the student at the level the student was admitted. (ref. Mission, page 63, 1-B-2)

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4. The section on program guidelines should be a more general statement giving flexibility for the institution to set the specifics. For example, the section on ... must provide inservice education programs... is too specific for a guideline and limits the institution in deciding who is responsible for inservice activities. (ref. Program, page 63, II-1)

5. Overall, the guidelines and standards as presented are politically dangerous. There is an implication of an endorsement of one model. It was suggested that a trio of standards, to accomodate 3 models, be developed.

Issues of
concern with
proposed
standards

6. The document dictates items by the use of the word "must". The Board suggested that the document make a statement followed by examples and avoid use of the word "must".

7. If the document is to be workable and accomodating to a variety of situations, then the language needs to be precise and consistent throughout. Both of these characteristics are lacking in the document.

8. The document needs to identify where an academic program of basic skills fits.

9. An outreach component, with training, needs to be included in any learning assistance standards.

10. More latitude for institutions is needed.

11. There needs to be a recognition that many campuses have components of learning assistance across several department lines and classifying something as learning assistance versus student services isn't so clear cut.

12. Are the standards dealing with a program of learning assistance or specific learning assistance services?

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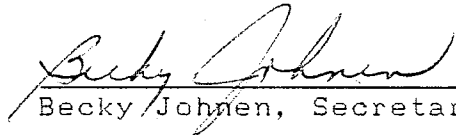
13. The idea that anyone can teach in learning assistance programs needs to be avoided.

President
Enright to
summarize
concerns and
send to CAS

It was the consensus of the Board that Gwyn draft a letter to Council for the Advancement of Standards (CAS) expresses WCRLA's concerns on the proposed standards.

The meeting was adjourned at 11:10 AM.

Respectfully submitted


Becky Johnen, Secretary

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WCRLA Retreat
Asilomar October 25-27, 1987
Agenda

October 25

3:00 pm

Convene - Short Business Meeting
Additions/changes to retreat agenda
Additions to budget: Orlando, Rubin
Decision on JDE and RIDE
Dates of 1989 Seattle

Assignments

Distribution of materials

Information from Susan

6:00 pm

Dinner

7:15 pm

WCRLA - the future (*Triton*)

October 26

~~7:30~~ 8:15

Breakfast

9:15

Autobiographies

Motivational Analysis

12:00

Lunch

1:15

Goals of WCRLA

Friendship/"intimate" quality of WCRLA

Political realities in education

Competitiveness for members

State Chapters - Becky

Publications - Wayne

Journal Issues - time

5:00

Walk

6:00

Dinner

7:15

Professional Identity - Update on M. Rubin
Wes

October 27

7:30

Breakfast

9:15

Professional standards - Comments on 9/87 JDE

12:00

Lunch and farewell

(ACADE)

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WCRLA TEN YEARS FROM NOW

1. leader in the field
2. either same as now - same, loyal members OR
3. national organization with different membership
4. greater visibility; recognized by other professionals (colleagues in other disciplines)
5. developed as a discipline (development of "credentialing")
6. political impact
7. proactive on issues
8. develop training for people in the field (national institute)
9. develop leadership within the organization (develop a base of individuals)
10. system of networking (SIGs, regional/state organizations)
11. members considered as a pool of experts
12. personal development of students and others within the field; development of a pool of resources
13. program accreditation
14. licensing
15. research/academic base (grants/scholarships)
16. "foundation" - broker of large amounts of money to fund projects
17. national networking of individuals
18. a clear identity
19. name change
20. different marketing means
21. listed in Wilson's Index so libraries will subscribe to the Journal
22. how large do we want membership? the answer will have impact on who we are, what we're called, etc.
23. consider the impact of terms remedial, developmental and learning assistance
24. strut our stuff
25. focus of the group? writing? learning assistance? developmental education? etc.
26. stable group - longevity of individuals in the organization
27. clarify to adult ed. our role in their field; broaden base (vocational ed.)
28. organization should appeal to all "adult educators" (academic and practitioner level) (If community colleges are placing ABE and GED under the umbrella of developmental education, the organization should keep pace)
29. remain manageable (how large should the organization be?)

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what audiences should be addressed?)

30. well defined; clear objectives and goals (can the organization remain small and yet accomplish what we want?)

31. state organizations will make organization appear stronger

32. consider groups such as private industry and military

33. consider direction of NADE and WCRLA (collision?)

34. SIGs may be the enabling mechanism for a larger membership yet keep the numbers manageable (i.e., people in SIGs keeping the personal aspect alive)

35. if you grow and have large numbers, it is critical to retain identity

36. retain "personality"

37. having new people in the field, identify with the organization as "the organization" for information receiving and dissemination (an organization accepting of the ideas of the "new person on the block")

38. maintaining fresh and new perspective

39. mentoring, continuity (e.g., activity level of past presidents)

40. more contact with the group (i.e., major conference in the spring; SIG sponsored events in the fall)

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WCRLA TEN YEARS FROM NOW
AREAS OF CONCENTRATION

IDENTITY, VISIBILITY, CREDIBILITY

IDENTITY

1. leader in the field
2. emphasis and membership same as 1987 or emphasis and membership more national oriented
3. political impact
4. proactive on issues
5. develop and deliver training for people in the field
6. networking systems
7. develop students and others in the field for a pool of resources
8. research/academic base
9. foundation image - broker of funds for projects
10. a clear identity
11. a new name
12. size of membership, yet manageable
13. consistent language in the discipline - remedial, developmental and learning assistance
14. focus of the group - learning assistance? developmental education? writing? - will be defined and understood
15. viewed as a stable group - longevity of membership
16. broadened base to include vocational ed.
17. importance of the organization to adult ed. will be seen
18. well defined; objectives and goals clearly stated
19. existence of state organizations
20. fields such as private industry and the military will be involved with WCRLA
21. relationship with other professional groups defined
22. SIGs having a more active role in the organization
23. retention of personality
24. WCRLA viewed as THE organization for receipt and dissemination of information
25. maintain a fresh and new perspective
26. mentoring

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Attachment C

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VISIBILITY

1. greater and wider visibility
2. development and delivery of training via national institutes
3. networking
4. different marketing means
5. highlight strengths
6. implementation of state organizations
7. more contact with the group throughout the year

CREDIBILITY

1. recognition by colleagues in other disciplines
2. developed as a discipline (development of credentialing)
3. development of leadership within the organization
4. memberships considered as a "pool" of experts
5. program accreditation
6. licensing
7. listed in Wilson's Index
8. viewed as a stable group - longevity and continuity of membership

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1987-88 GOALS

WAYS TO OPERATIONALIZE

I. TO PROTECT THE FRIENDLY AND INTIMATE QUALITY OF WCRLA

MEMBERSHIP

- Re-recruit WCRLA drop-outs

NEWCOMERS AND NEW MEMBERS

- Schedule newcomers orientation at the conference on Thursday morning; have danish available; officers must be present
- At conference, have a special hospitality event
- List all in members in the newsletter

OFFICERS

- Have officers present at state and regional conferences

NETWORKING

- Build on state friendships

INFORMATION SHARING

- sharing fair/simulated visits (RECOMMEND FOR 1989 CONFERENCE)
- SIGs
- Journal
- Newsletter
- computer fair
- postcard about questions (Gwyn)

OTHER

- leadership retreat (Susan)

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II. TO BE AWARE OF THE POLITICAL REALITIES IN EDUCATION

RAISE MEMBERSHIP AWARENESS

- column in the Newsletter focusing on both student and professional issues (keeping objectivity in perspective)
- clearinghouse
- provide opportunities to see the larger picture
- network with state officers

CONFERENCE

- invite/solicit politically-oriented speakers
- have a section or a business meeting with politic-related topics
- have an informal gathering of legislators

BOARD

- review information and generate endorsements or other input (sent "atta boys")
- have an ad hoc legislative coordinator to serve as an information broker; appointed by the president; long term; optional board meeting attendance
- have a legislative committee (potential members - Pat Heard, Pat Benner, Frank Crist, Jerry Fishman, Kay Henerd)
- send reinforcement letters to legislators

OTHER

- link with legislative liaisons at institutions
- talk to Gene Kersteins regarding CDE efforts

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III. INCREASING BENEFITS TO MEMBERS

SCHOLARSHIPS AND RESEARCH AWARDS

- creative ways to raise funds
- funding resources for personal research projects
- have award information available at the conference
- have a database or bibliography of funding sources
- continuity of chairperson is important

SERVICES

- sponsor or co-sponsor something similar to Kellogg
- offer credentialing or accreditation at an institute
- tutor certification
- exemplary program status from CDE
- consultation services - program evaluation (fund the development of and evaluation of programs)

STATE LEVEL COMMUNICATION

- monthly newsletter
- implementation of state chapters

JOURNAL

- provide more options/variety of journals
- investigate 2 volumes of JCRL per year

D R A F T

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATE/REGIONAL CHAPTERS
GUIDELINES

Submitted by Becky Johnen

PURPOSE

A state/regional chapter will be an important means of connecting local membership with the parent group.

State/regional chapters will provide a device for members to participate ^{more fully} in WCRLA's ~~program~~ locally if not "nationally".

The chapter is a convenient framework within which individuals can meet to consider professional ^{issues} ~~problems~~ of local interest as well as concerns ^{from} ~~on~~ a more global perspective. Most importantly, chapters will help draw people into WCRLA membership and participation in the ~~parent~~ organization.

STATUS

WCRLA chapters will be autonomous except as provided by the WCRLA Constitution and Bylaws. Chapters may ^① adopt bylaws governing officers, membership meetings, committees and other matters; develop and implement their own programs, requesting assistance from the coordinator of state/regions; establish criteria for dues and membership; develop a newsletter or engage in other activities in order to improve communication within the membership. WCRLA chapters will be responsible for providing funds to support the activities of the chapter.

BYLAWS ADDITION

An article will need to be added to the current bylaws for the intitution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter of the Association in any state, region, province or territory on the petition of _____ members of the Association within the area.
2. A chapter may adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the Association.
3. A chapter may admit members who are not members of the "national" association; however, officers of each chapter shall be members of the "national" Association. Officers shall consist of the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer(?) duties).
4. Each chapter shall hold at least one meeting a year unless it is associated/affiliated with an organization that normally meets biennially.
5. Each chapter shall send a report of its meetings to the Coordinator of state/regions of the Association within one month following the meetings.
6. A chapter may be dissolved at its request by the Board of Directors of the Association and shall be so dissolved if it becomes inactive or fails to comply with the provisions of this article.

PETITIONING FOR CHAPTER STATUS

Recommended language for the petition for chapter status:

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name (name of proposed chapter, such as Oregon WCRLA) and covering the geographic area (location or area, such as the state of Oregon). The purpose and objectives of the chapter will be as follows: _____

_____.

List the name, address and telephone number of the individual acting as chairperson. Include signatures of at least _____ WCRLA members and a typed alphabetical list, with complete addresses, of those signing the petition.

APPROVAL PROCESS

The petition should be forwarded to the Coordinator of state/regions. The Coordinator of state/regions will notify the Board of Directors of a chapter request. The Board will act on the request. Notification of the Board's action will be sent to the acting chairperson as soon as possible.

COMPLIANCE WITH STATE CORPORATE COMMISSIONER'S OFFICE

After notification of approval from the Board of Directors, each acting chairperson of a state chapter will be responsible for contacting the corporate commissioner's office to see whether paperwork on the state chapter must be filed with them. If papers must be filed, it will be the responsibility of the acting chairperson to see that this is done.

QUESTIONS FOR THE BOARD TO CONSIDER

1. Where will the current position of state/region director fit into the state/region chapter? Is the position still needed? If yes, what will the function of the position be? Until a chapter is established, I would recommend that it is the state/region director who takes the responsibility for getting the petition signed and for organizing other events at the local level to get the chapter going.

If a state/region is not interested in a chapter, the current position of state director could continue as is.

2. What will the membership year for chapters be? Calendar year? Fiscal year - July to June? "National" conference year? Chapter conference year?

3. Will there be any financial support from "National"?

4. After the Board approves proposed language for the changes, when/how should it be presented to the membership at large? Newsletter? Special mailing? When should the vote occur? Special mailing? Same time as the officer's election?

5. If the process can be voted on prior to the Sacramento conference, then the mechanics to be followed through at the state/region level could be discussed at state/region meetings or with a special session or at part of a business meeting.

6. I would recommend the design of a "Chapter Starter Kit" which would contain the general guidelines for chapters, the WCRLA Constitution and Bylaws, a sample of what a state/region chapter Constitution and Bylaws should look like and any other information that would be helpful.

BYLAWS ADDITION

An article will need to be added to the current bylaws for the intitution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. ^{upon approval of} The Board of Directors may establish a chapter of the Association in any ^{area City} state, region, province or territory on the petition of 25 members of the ~~parent~~ ^{regional} association within the area. To maintain chapter status, membership in the parent association must be equal to or greater than the number at the time of chapter initiation.

2. A chapter ~~may~~ ^{must} adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the parent association.

3. A chapter may admit members who are not members of the parent association as associates for up to one year; however, officers of each chapter shall be members of the parent association. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).

4. Each chapter shall hold at least one meeting a year. A report of its meeting(s) shall be sent the Coordinator of state/regions of the ~~parent~~ association within one month following the meeting(s).

or Chapters

City Chapters? or more than one State?

State or local dues?

Yes!

WCRLA RETREAT MINUTES
October 26, 1987
Pacific Grove, California
Attachment F
Page 2 of 2

5. State chapters shall not be affiliated with another
organization that has similar goals.

*Any other
State or
national*

6. A chapter may be dissolved at its request or by the Board
of Directors of the Association 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* Any treasury funds must be
disbursed in accordance with state law. If there is no state
law for this situation then funds revert to the parent
association.

7. If a state chooses not to have a chapter, the position of
state/regional coordinator will continue. In the event of the
dissolution of a state chapter, the Coordinator of
state/regions of the Association will appoint a person to the
position of state/regional *director* coordinator.

NOTE: Underlined words or sections indicate a revision or
addition.

General Standards

Those using this document for the purposes of self-study or other program development are advised that the **General Standards** are those elements found in common to the several functional area standards and guidelines. While of potential utility as a stand-alone document, the **General Standards** are not so designed. These **General Standards** must be read with the functional area standards and guidelines addressing the following: **Academic Advising, Career Planning and Placement, College Unions, Commuter Student Programs and Services, Counseling Services, Disabled Student Services, Fraternity and Sorority Advising, Housing and Residential Life Programs, Judicial Programs and Services, Learning Assistance Programs, Minority Student Programs and Services, Recreational Sports, Religious Programs, Research and Evaluation, Student Activities, and Student Orientation Programs.**

General Standards

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) developed and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within post-secondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.

Since institutions vary in size, character, location, and type of students, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager, must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on a continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to advocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office,

reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state, and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and

resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example:

All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.

All staff members must ensure that students are provided access to services on a fair and equitable basis.

All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.

Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) . . . is used as the basis for such decisions or outcomes . . . , (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).)

All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

Standards and Guidelines for **Learning Assistance Programs**

Standards and Guidelines for Learning Assistance Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Mission

See General Standards

The mission of a learning assistance program must be to provide for instruction and services that will (a) support students in the development of skills necessary for their effective performance in and positive adjustment to the learning environment and (b) support faculty and staff in the improvement of classroom teaching and other instructional activities.

The goals of a learning assistance program should be to:

- provide ^{services} remedial and other programs that teach skills which maximize the learning potential, academic performance, and adjustment of students;
- enable students to apply those skills they are developing to actual classroom learning situations;
- provide faculty with services and resources for improving teaching and supplementing classroom instruction;
- offer individualized and self-paced programs; and
- help students develop positive attitudes and confidence in their ability to learn.

To accomplish these goals the following considerations should be given careful attention:

- 1 —Learners are the central focus of the programs and services.
- 2 —Learners include students of all ages who are matriculating on a full-time or part-time basis as well as faculty and staff members.
- The learning assistance program should assist its parent institution in maintaining standards of academic excellence through programs and services to students and faculty.
- Learning assistance programs should be based on a philosophy that learning is influenced by cognitive, affective, and psychomotor domains, thus involving the whole person.

Program

See General Standards

A learning assistance program must provide services and programs designed to help students build cognitive and affective skills for effective learning performance. These programs and services must include:

- **diagnosis of cognitive and affective skills;**
The program should provide for and/or use diagnostic tests and interviews to determine the cognitive and affective needs of students.
- **instruction and activities which enable students to become independent and confident learners;**
The program should disseminate information on the availability of services through college publications (e.g., catalogs, student handbooks, and brochures); through presentations to students, staff, and faculty members; and through campus and local media announcements.

Learning assistance programs include instruction and activities for developing learning skills. Depending on the scope of the program, skill development programs should address study skills, reading, mathematics, writing, critical thinking, and problem solving. Subject matter tutoring, graduate examination preparation courses, and time management workshops may also be offered.

The program should provide, either directly or by referral to appropriate units, programs dealing with affective needs that influence learning. These often include: test anxiety reduction, assertiveness training, values clarification, educational and cultural adjustment, concentration improvement, motivation improvement, and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve.

- **support in applying appropriate learning and affective skills to the student's formal academic environment;**

The program should provide continuous evaluation and feedback concerning the student's progress in reaching his/her learning skill and affective goals. Staff members should assist the student in understanding the relevance of the skills that are learned in the program to the student's experience with classroom situations.

- **referrals to needed programs and services not offered by the learning assistance program.**

Staff members should make referrals, when appropriate, for: alcoholism or other addiction treatment or counseling; baby and child care; learning disabilities; and psychiatric or psychological help.

The learning assistance program must provide opportunity to faculty, staff, and administrators for consultation and assistance which would assist them in recognizing and understanding the learning skill needs of students.

The learning assistance program must provide in-service education programs in instructional development.

The learning assistance program must conduct programs and activities which promote understanding of the learning needs of the student population and the program's role in accomplishing the academic mission of the institution. Staff must share knowledge and expertise about helping students to develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

- establishing advisory boards made up of members from key segments of the campus community;
- holding periodic informational meetings with staff, faculty, and administrators;
- extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning problems of their students;

- conducting staff and faculty development and in-service training programs on curriculum and instructional approaches designed to incorporate or reinforce the development of learning skills, behaviors, and attitudes;
- encouraging the use of the program resources, materials, and programs as integral or adjunct classroom activities;
- training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer skills counselors, and advisors; and
- providing jobs, practica, courses, internships, and assistantships for graduate students interested in pursuing learning program careers or who are seeking practical experience in learning services.

Organization and Administration

See General Standards

Learning assistance programs are frequently components of either a student affairs or academic affairs division. Regardless of the institutional division in which the program is located, it is important that the program communicates with key units in both student affairs and academic affairs. One method for promoting effective communication is to invite members of the faculty, staff, and administration to participate as members of a learning assistance program advisory council or to serve as consultants to the program.

Human Resources

See General Standards

The professional staff must include persons competent in learning skills, human relations skills, and learning disabilities treatment skills.

All professional staff members must be competent in: communication skills, both written and oral; diagnosis and assessment needs in their area of responsibility; organizational and planning skills; and program evaluation skills.

Learning assistance program services require professional staff who have expertise to instruct a specific learning skill. Because the professional encounters other issues in the process of teaching students, counseling and advising abilities are also helpful. Experience in training, evaluation, and consultation is valuable in working with other members of the campus community including faculty, staff, administrators, and paraprofessionals.

The size, scope, and role of the program staff depend on the mission of the learning assistance program and the student population it serves. Some learning assistance programs are designed to service specific student populations, such as remedial or nontraditional college students, and other centers are charged with serving the entire student population. Staff-to-student ratios, therefore, must be based on factors such as:

- the types of specific learning skills programs offered;
- the skill level and needs of the student population being served;
- institutional expectations about serving special populations, such as minority, disadvantaged, foreign, adult, learning disabled, other disabled students, and student athletes;
- institutional expectations about specific academic disciplines; and
- the number of hours of contact and instruction needed to serve students.

The professional staff must be knowledgeable in learning theory and competent in communication, human relations skills, diagnosis and assessment, administration, and program evaluation.

The director should have an earned graduate degree and professional experience in learning assistance programs and administration.

Learning assistance program professional staff members should have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

Courses of study in content areas relevant to learning assistance program practice include:

- adult development theory,
- counseling theory and techniques,
- administration and interpretation of diagnostic tests,
- learning disabilities and special education,
- cognitive processes,
- design and presentation of group workshops in areas such as time management and stress management,
- group leadership and dynamics,
- curriculum and supervision,
- administration and management,
- instructional methods and media,
- educational technology and computerized instruction,
- English as a second language, and
- human relations training.

Adequate time and financial support should be allocated for professional development activities. Research and publications are encouraged to contribute to the knowledge and practice of the profession.

For professional staff, it is desirable that previous experience include:

- working with college students, administrators, and faculty;
- coordination between academic and student affairs;
- college teaching; and
- the design and implementation of instruction.

Paraprofessional and preprofessional staff must be used only in appropriate roles when providing services or programs to students or support to the program.

Paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

If joint appointments are employed to supplement program staff, the individuals must be committed to the philosophy, objectives, and priorities of the program as well as possess the expertise required for the assignment.

Funding

See General Standards

Adequate budget allocations should be provided from regular institutional funds for:

- staff salaries, including, where appropriate, professional, paraprofessional, preprofessional, and clerical staff members;
- purchase and maintenance of office and instructional furnishings, supplies, materials and equipment;
- printing and media expenses;
- phone and postage costs;
- institutional memberships in professional organizations;
- subscriptions to professional publications;
- attendance at professional association meetings, conferences, and workshops.

If a program is successful in generating external funding, these funds should not be viewed as a substitute for regular institutional funding or normal operating funds.

Facilities

See General Standards

Facilities for the learning assistance program should:

- be conducive to the types of instructional methods used, including classroom, laboratory, small group, and one-to-one instruction; and should include appropriate and adequate acoustics, ventilation, and lighting;
- provide private, sound-proofed areas for affective skills programming, testing, counseling, and other activities that require confidentiality or intense concentration;
- provide essential instructional materials and equipment, including texts and workbooks, filmstrips, audio and videotape equipment, computer terminals, projection equipment, chalk boards, and appropriate storage and electrical outlets necessary for the various kinds of equipment;
- have adequate office space, supplies, and equipment (e.g., word processor, copy machine, telephones) available for professional, preprofessional, paraprofessional, and clerical staff;

- be designed to allow for presenting simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality; and
- have a prominent reception and information area.

Campus and Community Relations

See General Standards

The learning assistance program should:

- establish communication with all academic units and campus service offices such as the counseling center and academic advising services;
- encourage the mutual exchange of ideas, consultation, and referral of students among all segments of the academic community;
- know and be aware of academic and other institutional policies and procedures;
- provide the academic community with current information about the unique characteristics and special needs of the learning assistance program's clientele, as well as about available learning assistance programs and activities;
- act as a liaison between student services and the academic service programs, as well as between individual students and those programs; and
- encourage academic units and other student service areas to work together and share their knowledge and abilities when working with students.

Ethics

See General Standards

Evaluation

See General Standards

A data collection system should be implemented for the purpose of evaluation. Evaluation activities should include, but not be limited to, periodic:

- evaluation of programs and services by users, including students, staff, and faculty;
- collection of or access to data on the characteristics and needs of student populations and analysis of trends to determine implications for learning services;
- assessment of program effectiveness, that can range from the impact of specific services on individual students to the effect of the center's activities on the campus retention rate; and
- feedback from users about the strengths and weaknesses of the programs in which they participated as a means of determining necessary changes or improvements.

WCRLA RETREAT MINUTES

October 27, 1987

Pacific Grove, California

Attachments concerning the Standards for Learning Assistance Programs are greatly appreciated. Please contact: Georgine Materniak,

Coordinator, University of Pittsburgh, Learning Skills Center, 311 William Pitt Union, Pittsburgh, PA 15260.

Master

- Amend Job Description
- Amend Policy procedures
- Keep By laws clean
- Process too open - might take forever to establish chapter
- Elected officers could be same as state Directors

D R A F T

Area chapters

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATE/REGIONAL CHAPTERS
GUIDELINES

Too specific

Submitted by Becky Johnen

PURPOSE

Start out with a problem - main objective
Advantages to states need to be noted

A state/regional chapter will be an important means of ^{promoting} connecting local membership ^{in the national organization} with the parent group.

State/regional chapters will provide a device for members to participate in WCRLA's program locally if not "nationally".

The chapter is a convenient framework within which individuals can meet to consider professional problems of local interest as well as concerns ^{from} on a more global perspective. Most importantly, chapters will help draw people into WCRLA membership and participation in the parent organization.

STATUS

WCRLA chapters will be autonomous except as provided by the WCRLA Constitution and Bylaws. Chapters may: adopt bylaws governing officers, membership meetings, committees and other matters; develop and implement their own programs, ^{establishing} requesting assistance from the coordinator of state/regions; establish criteria for dues and membership; ^{developing} develop a newsletter or engage in other activities in order to improve communication within the membership. ~~WCRLA~~ Chapters will be responsible for

providing funds to support the activities of the chapter.

or request
or use

BYLAWS ADDITION

An article will need to be added to the current bylaws for the institution of state/regional chapters. The following language is recommended: *what does it do for WCRLA?*

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter ^{or chapters} of the Association in any state, region, province or territory on the petition of ^{70 or minimum number} members of the Association within the area. *The B. & D. May deny the request...*

2. A chapter ^{must} may adopt its own bylaws provided ^{which must be} there is no ^{compatible with the} conflict between them and the Constitution and Bylaws of the Association.

3. A chapter may ^{not} admit members who are not members of the "national" Association; however, officers of each chapter shall be members of the "national" Association. Officers shall consist of ^{at least} the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer(?) duties).

4. Each chapter shall hold at least one meeting a year ^{unless} it is associated/affiliated with an organization that normally meets biennially.

5. Each chapter shall send a report of its meetings to the Coordinator of state/regions of the Association within one month following the meetings.

6. A chapter may be dissolved at its request by the Board of Directors of the Association and shall be so dissolved if it becomes inactive or fails to comply with the provisions of this article. *time limit?*

(25)
(consider geography of getting together)

(in order to have knowledgeable chapter members; common interests & goals; otherwise too parochial; goal of professional organization)

minimum # plus officers

PETITIONING FOR CHAPTER STATUS

Recommended language for the petition for chapter status:

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name (name of proposed chapter, such as Oregon WCRLA) and covering the geographic area (location or area, such as the state of Oregon). The purpose and objectives of the chapter will be as follows: _____

_____.

List the name, address and telephone number of the individual acting as chairperson. Include signatures of at least _____ WCRLA members and a typed alphabetical list, with complete addresses, of those signing the petition.

APPROVAL PROCESS

The petition should be forwarded to the Coordinator of State/Regions. The Coordinator of State/Regions will notify the Board of Directors of a chapter request. The Board will act on the request ^{at the Spring Conference or Summer Board meeting (in order to set limits)}. Notification of the Board's action will be sent to the acting chairperson as soon as possible.

as the office
by law
revision
in 1989

5. If the process can be voted on prior to the Sacramento conference, then the mechanics to be followed through at the state/region level could be discussed at state/region meetings or with a special session or at part of a business meeting.

6. I would recommend the design of a "Chapter Starter Kit" which would contain the general guidelines for chapters, the WCRLA Constitution and Bylaws, a sample of what a state/region chapter Constitution and Bylaws should look like and any other information that would be helpful.

*Should be done through
Coordinator
of State/Region*

Good

WCRLA RETREAT MINUTES
October 26, 1987
Pacific Grove, California
Attachment F
Page 2 of 2

5. State chapters shall not be affiliated with another organization that has similar goals.

6. A chapter may be dissolved at its request or by the Board of Directors of the Association and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation then funds revert to the parent association.

7. If a state chooses not to have a chapter, the position of state/regional coordinator will continue. In the event of the dissolution of a state chapter, the Coordinator of state/regions of the Association will appoint a person to the position of state/regional coordinator.

NOTE: Underlined words or sections indicate a revision or addition.

D R A F T

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATE/REGIONAL CHAPTERS
GUIDELINES

Submitted by Becky Johnen

PURPOSE

A state/regional chapter will be an important means of connecting local membership with the parent group. State/regional chapters will provide a device for members to participate in WCRLA's program locally if not "nationally". The chapter is a convenient framework within which individuals can meet to consider professional problems of local interest as well as concerns on a more global perspective. Most importantly, chapters will help draw people into WCRLA membership and participation in the parent organization.

STATUS

WCRLA chapters will be autonomous except as provided by the WCRLA Constitution and Bylaws. Chapters may: adopt bylaws governing officers, membership meetings, committees and other matters; develop and implement their own programs, requesting assistance from the coordinator of state/regions; establish criteria for dues and membership; develop a newsletter or engage in other activities in order to improve communication within the membership. WCRLA chapters will be responsible for providing funds to support the activities of the chapter.

BYLAWS ADDITION

✓ An article will need to be added to the current bylaws for the ⁵intit_ution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter of the Association in any state, region, province or territory on the petition of _____ members of the Association within the area.
2. A chapter may adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the Association.
3. A chapter may admit members who are not members of the "national" association; however, officers of each chapter shall be members of the "national" Association. Officers shall consist of the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer(?) duties).
4. Each chapter shall hold at least one meeting a year unless it is associated/affiliated with an organization that normally meets biennially.
5. Each chapter shall send a report of its meetings to the Coordinator of state/regions of the Association within one month following the meetings.
6. A chapter may be dissolved at its request by the Board of Directors of the Association and shall be so dissolved if it becomes inactive or fails to comply with the provisions of this article.

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Recommended language for the petition for chapter status:

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name (name of proposed chapter, such as Oregon WCRLA) and covering the geographic area (location or area, such as the state of Oregon). The purpose and objectives of the chapter will be as follows: _____

_____.

List the name, address and telephone number of the individual acting as chairperson. Include signatures of at least _____ WCRLA members and a typed alphabetical list, with complete addresses, of those signing the petition.

APPROVAL PROCESS

The petition should be forwarded to the Coordinator of state/regions. The Coordinator of state/regions will notify the Board of Directors of a chapter request. The Board will act on the request. Notification of the Board's action will be sent to the acting chairperson as soon as possible.

COMPLIANCE WITH STATE CORPORATE COMMISSIONER'S OFFICE

After notification of approval from the Board of Director's, each acting chairperson of a state chapter will be responsible for contacting the corporate commissioner's office to see whether paperwork on the state chapter must be filed with them. If papers must be filed, it will be the responsibility of the acting chairperson to see that this is done.

QUESTIONS FOR THE BOARD TO CONSIDER

1. Where will the current position of state/region director fit into the state/region chapter? Is the position still needed? If yes, what will the function of the position be? Until a chapter is established, I would recommend that it is the state/region director who takes the responsibility for getting the petition signed and for organizing other events at the local level to get the chapter going.
If a state/region is not interested in a chapter, the current position of state director could continue as is.
2. What will the membership year for chapters be? Calendar year? Fiscal year - July to June? "National" conference year? Chapter conference year?
3. Will there be any financial support from "National"?
4. After the Board approves proposed language for the changes, when/how should it be presented to the membership at large? Newsletter? Special mailing? When should the vote occur? Special mailing? Same time as the officer's election?

Chapter Pres


Doesn't matter

No - conference 88

too late

5. If the process can be voted on prior to the Sacramento conference, then the mechanics to be followed through at the state/region level could be discussed at state/region meetings or with a special session or at part of a business meeting.

6. I would recommend the design of a "Chapter Starter Kit" which would contain the general guidelines for chapters, the WCRLA Constitution and Bylaws, a sample of what a state/region chapter Constitution and Bylaws should look like and any other information that would be helpful.



BYLAWS ADDITION

An article will need to be added to the current bylaws for the intitution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter of the Association in any state, region, province or territory on the petition of 25 members of the parent association within the area. To maintain chapter status, membership in the parent association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter may adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the parent association.
3. A chapter may admit members who are not members of the parent association as associates for up to one year; however, officers of each chapter shall be members of the parent association. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
4. Each chapter shall hold at least one meeting a year. A report of its meeting(s) shall be sent the Coordinator of state/regions of the parent association within one month following the meeting(s).

WCRLA RETREAT MINUTES
October 26, 1987
Pacific Grove, California
Attachment F
Page 2 of 2

5. State chapters shall not be affiliated with another organization that has similar goals.

6. A chapter may be dissolved at its request or by the Board of Directors of the Association and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation then funds revert to the parent association.

7. If a state chooses not to have a chapter, the position of state/regional coordinator will continue. In the event of the dissolution of a state chapter, the Coordinator of state/regions of the Association will appoint a person to the position of state/regional coordinator.

NOTE: Underlined words or sections indicate a revision or addition.

I D E A S

WCRLA

STATE CHAPTER PROCESS

1. Need to have a founding meeting to start the process. This could occur at a state conference.
2. Officers must be elected at the founding meeting.
3. Name, purpose and bylaws must be established.
(Bylaws must be established before the group can file with the state or the IRS.)
4. Develop a 3-year budget; detail activities. (This will be checked to see if any activities include lobbying. If so, it must be kept to less than 20%; more than that, the group will not be considered non-profit; will be termed a political action group.)
5. Need to get incorporated as a non-profit organization. A non-profit status form must be filed with the "feds". Forms are available from local tax offices. (See sample.)
6. File for a tax identification number.
7. Other items that need to be determined:
 - A. Specify what will happen if the organization dissolves.
 - B. There must be a clause that officers and directors won't receive compensation.
 - C. Need to decide the level of involvement of the national group. Will the state group have its own board and make its own decision? Or, will national have to act on everything?
 - D. Who will be the dues collector? The state or national? Add an amount to national membership with a certain portion returned to the state? Bill twice? Once by national and separately by the state. Will national want part of state dues?
(This must be in the bylaws.)

SOURCES: Evelyn Murphy, Oregon ACLD
Kay Kaplan, Oregon Orton Dyslexia Society
Branch Development Person at the National Office of the Orton Dyslexia Society (they are sending their guidelines)
* Everyone said that it is a slow process.

Submit the Original
And One True Copy
(831.115) \$10.00

STATE OF OREGON
CORPORATION DIVISION
158 12th Street NE
Salem, OR 97310

Registry Number:

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

(Office Use Only)

PLEASE TYPE OR PRINT LEGIBLY IN BLACK INK

Article 1: Name of the corporation: _____

Article 2: Name of the initial registered agent: _____

Address of initial registered office (Must be a **street** address in Oregon that is identical to the registered agent's business office):

Street and Number	City	OREGON	Zip Code
-------------------	------	--------	----------

Article 3: Address the Division may use for mailing notices: _____
(C/O:) (Attn:)

Street & Number or PO Box	City	State	Zip Code
---------------------------	------	-------	----------

Article 4: Purpose(s) for which the corporation is organized:

Article 5: The number of initial directors is _____. The names and addresses of the initial board of directors are as follows:

Article 6: Indicate how subsequent directors will be appointed or elected and their term of office.

Article 7: Optional provisions, including any provision for the distribution of assets on dissolution or final liquidation. (Attach a separate sheet if necessary.)

Article 8: Name and address of the incorporator:

Execution: _____
Signature Printed Name INCORPORATOR Title

Person to contact about this filing: _____
Name Daytime Phone Number

Submit the original and the true copy to the Corporation Division, 158 12th Street NE, Salem, OR 97310, with the filing fee of \$10.00. PLEASE DO NOT SEND CASH. If you have questions, call (503) 378-4166.

WCLRA CONFERENCE
NEBRASKA-KANSAS
October 6-7, 1988
Grand Island, Nebraska

ELAINE BATENHORST
Kearney State College
Kearney, NE 68849

308-234-8214

KATHY CARPENTER
Director of Learning Center
Kearney State College
Kearney, NE 68849

308-234-8214

DAVID DEFRAIN
101 Humphreys
Central Missouri State University
Warrensburg, Missouri 64093

818-429-4061

FAYE DORWART
Eppley Ad Building #17
University of Nebraska-Omaha
Omaha, NE 68182-0070

402-554-2992

TERI GIBSON
Metro Community College
Box 3777
Omaha, NE 68103

402-449-8510

JAN GREEN
Wayne State College
Wayne, NE 68787

402-375-2200 EXT. 408

CAROL GRELL
University of Nebraska
7005 Selleck
Lincoln, NE 68588-0499

402-472-1481

GAYLE GROTJAN
Concordia College
800 North Columbia
Seward, NE 68434

402-643-3651

JUDI HANEY
1205 East 3rd
McCook Community College
McCook, NE 69001

308-345-6303 EXT. 40

PAULA HANLEY
Dana College
Blair, NE 68008

402-426-7627

JUDY HARRINGTON
Director of Learning Center
EAB #17
University of Nebraska-Omaha
Omaha, NE 68182

PAT JONASON Johnson County Community College 12345 College Boulevard Overland Park, KS 66210	913-469-8500 EXT 3351
NELLA KINCAID Central Community College Box 1024 Hastings, NE 68902	402-461-2478
DOROTHY MCLAIN Northeast Community College Norfolk, NE 68701	402-371-2020
JOLENE MEDLEY Metropolitan Community College Box 3777 Omaha, NE	402-289-1209
SALLY MOWERY Bethany College Academic Support Center Linsbory, KS 67456	913-227-3311 EXT 200
NINA NELSON Cloud County Community College 2221 Campus Drive Box 2221 Concordia, KS 66901-1002	913-234-1435
PAT PHILLIPS Metro Community College Box 3777 Omaha, NE 68103	402-449-8434
SHERRY REID College of Saint Mary 1901 South 72nd Street Omaha, NE 68124	402-399-2634
ANN REYNOLDS Teaching Learning Center Wayne State College Wayne, NE 68787	402-374-2200 EXT 408
MARY SCHLEUTER College of Saint Mary 1901 South 72nd Street Omaha, NE 68124	402-399-2634
THERESA WACHAL Central Community College Platte Campus Columbus, NE 68601	402-564-7132

DOROTHY WEBER
Teaching Learning Center
Wayne State College
Wayne, NE 68787

402-375-2200 EXT 496

RUTH WOHLER
Mid-Plains Community College
McDonald-Belton Campus
Route 4, Box 1
North Platte, NE 69101

308-532-8980

LINDA WOLFE
Central Community College
Box C
Grand Island, NE 68802

308-384-5220 EXT 255

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 25, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 3:25 PM.

I. Welcome

Agenda
approved

Gwyn Enright welcomed everyone. The agenda was approved with the changes as noted (Attachment A).

II. Budget additions

Board
approved
reimbursement
for J. Mullen's
NADE conference
expenses

JoAnn Mullen will be presenting at the NADE conference in Orlando, Florida in March. \$800 was requested to support JoAnn's trip to this conference. It was suggested that JoAnn's actual expenses for the trip be reimbursed and that she room with Susan Deese while at the conference.

(M) Gladys Shaw; to reimburse JoAnn Mullen for actual expenses incurred at NADE's conference.

(S) Susan Deese and Wes Brown

PASSED

Board
approved
funding for
terminology
task force

Gwyn Enright updated the group on Mary Rubin's terminology task force. Mary is getting information from noted individuals in the field; findings will be presented in Sacramento. Additional funding to cover postage (\$50), phone (\$20), copies (\$10) and stationery (\$100) was requested.

(M) Wes Brown; to approve funding the terminology task force additional money to cover expenses.

(S) Gladys Shaw

PASSED

III. Seattle, 1989

Seattle
conference
to run
Wednesday
through
Saturday

The group discussed changing the calendar for the Seattle conference to Wednesday through Saturday. Susan Deese expressed the desire to see the conference run through Saturday two consecutive years. It was the consensus of the group to switch to a Wednesday through Saturday schedule for the Seattle conference.

WCRLA not
to cosponsor
conference
with WADE

Susan Deese informed the group that WADE (Washington Association for Developmental Education) wants to have its 1989 conference with WCRLA. Gwyn Enright questioned the idea of cosponsoring; suggested that WADE could sponsor pre and/or post conference activities. It was the consensus of the group not to co-sponsor the Seattle conference with WADE, but rather to allow WADE some time to meet during the conference. Gwyn Enright will communicate with Dee Tadlock that WCRLA doesn't want to schedule a conference that will conflict with WADE.

Wes Brown suggested that if WADE is included in the Seattle program, then thought should be given to including SIG's on the program also. Susan Deese informed the group that four out of ten institutes for Sacramento are SIG sponsored. Gwyn Enright suggested that an official liaison relationship be maintained, with a place on the program guaranteed.

IV. Journal of Developmental Education (JDE) and Research in Developmental Education (RIDE)

JDE and
RIDE benefits
discussed

Gwyn Enright provided the group with a review on the JDE and RIDE issue. If WCRLA offered RIDE as a benefit of membership the organization would receive a discount on advertising (there is no free advertising) and first choice of where the ad would be placed. WCRLA would have an information column. The organization would also be allowed to place enclosures in RIDE once a year.

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Pacific Grove, California
Asilomar Convention Center
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Cost of
RIDE and JDE
discussed

Seventy-six of the 593 WCRLA members are also members of NADE (National Association of Developmental Education). The cost of RIDE to WCRLA members would be based on a percentage of membership. This could be based on the previous year's quarterly average. The group felt that this would be too cumbersome and that members needed to know upfront what the cost to them would be. An alternative for cost projection was to estimate a percentage of membership that is felt would take RIDE and compute overall costs on that. It was suggested that this issue be discussed at a plenary session in Sacramento.

(M) Gladys Shaw moved that JDE and RIDE be offered as benefits of WCRLA membership.

(S) Wes Brown

PASSED

Gwyn recommended that the issues be presented to the membership in the next Newsletter and that a vote be presented to the membership with the elections information.

Multi-issues
of JCRL
discussed

JoAnn Mullen questioned whether this recommendation would affect the Journal of College Reading and Learning (JCRL) if it went to more than one issue per year. Discussion ensued on the journal being published more than once a year. It was felt that the expansion of the journal would increase its quality. A disadvantage is that some items submitted by the membership who aren't expert writers will not get published. Wes Brown recommended that JCRL be published more than once a year. The group suggested taking this recommendation to members at the Sacramento conference.

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Pacific Grove, California
Asilomar Convention Center
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V. Arizona Developmental Education Conference

Ways WCRLA
and other
professional
organizations
can cooperate
discussed

Gladys Shaw will be attending the AZADE conference and will be presenting information on WCRLA. She requested that the group discuss ways in which AZADE and WCRLA can cooperate. Gladys explained how things work in Texas and Becky Johnen shared how the Oregon Developmental Studies Organization and WCRLA operate together. Gladys pointed out that Arizona is territorial in regards to professional groups.

Benefits of
WCRLA
highlighted

A discussion on similarities and differences between WCRLA and NADE was held. Gwyn Enright stated that NADE focuses on remedial work while WCRLA doesn't limit itself to remedial. The group provided the following ideas for Gladys to highlight at AZADE: SIGS - a way for the members to extend knowledge beyond the conference and a way for the organization to focus on concerns of its members; WCRLA is more content-oriented and presents practical teaching ideas vs. an administrative orientation found in NADE material; WCRLA is known for its sharing and networking - its members are very generous and supportive of colleagues.

VI. Locations of Conferences

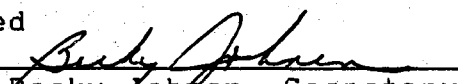
Kansas City
and Calgary
considered
as future
conference
sites

Current
practice
reviewed

Wes Brown asked the group to think about WCRLA's practice of holding a conference in California every other year. He informed the group that Kansas City, Kansas and Calgary, Canada are being considered as future conference sites. Kansas City is very eager to host a WCRLA conference. In considering current practice, the group reminded that California has over one-half of the membership; it is inexpensive to and attractive to hold conferences there.

The meeting was adjourned at 5:30 p.m.

Respectfully submitted


Becky Johnen, Secretary

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 25, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 7:45 PM.

I. Preparation for October 26

Activity
assignments
given

Gwyn Enright distributed a motivational analysis survey and asked that everyone complete it by tomorrow morning.

She also asked that everyone do a story of their life, in picture format. Appropriate materials were distributed.

II. WCRLA - the future

The look
and feel of
WCRLA is
projected
to 1997

The group was asked to list where it sees WCRLA ten years from now; what is the organization doing; what does it look like.

The discussion focused on three areas: identity, visibility and credibility. Results of the brainstorming activity can be found in Attachment B. Attachment C contains the synthesized version of the discussion.

The meeting was adjourned at 9:00 p.m.

Respectfully submitted



Becky Johnen, Secretary

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 26, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 9:15 AM.

Board participates in activities to get to know one another better	I. Autobiographical Sketches and Motivational Analysis Each person present shared his/her autobiographical picture. Results of the motivational analysis survey were also shared. These activities were done so that to board members could get to know one another better.
--	---

1987-88 goals reviewed	II. WCRLA 1987-88 goals Gwyn Enright reviewed the three goals that she has established for the year: 1. to protect the special quality of WCRLA; friendly and intimate qualities 2. to be aware of the political realities in education 3. to find ways to increase benefits for members so that the organization remains competitive
------------------------------	--

Objectives to operationalize goals established	The group discussed each goal in detail and brainstormed ways to operationalize each goal. The results of the discussion are captured in Attachment D.
--	--

The group adjourned at noon and reconvened at 1:25 PM.

III. State Chapters

Mechanism to
establish
state/regional
chapters
presented

Becky Johnen distributed draft guidelines to establish state/regional chapters. (Refer to Attachment E.) The group reviewed the proposed bylaws addition. Recommended language changes are contained in a revised bylaws draft in Attachment F.

Becky will discuss liability concerns with legal counsel. After revisions are sent to the board, Becky will work with Gwyn on a conference call for further discussion and approval of the guidelines. Following board approval, Becky will work with Patti Glenn on the process to get information to membership.

IV. Publications

Placement of
officers, etc.
in Newsletter
discussed

Wayne Herlin asked for feedback from the board on the placement of officers and state/regional coordinators in the Newsletter. The consensus of the group was that officers, coordinators and SIG leaders should be listed in every issue. Placement of officers on the back page is fine, with state/regional coordinators on another page. It was requested that Newsletter deadlines be included on the last page.

Focus of
JCRL
discussed

JoAnn Mullen requested that the Board discuss the Journal of College Reading and Learning. (JCRL) Should JCRL be a conference proceedings or a journal? Members of the Board were divided in their feelings on the issue. If JCRL was journal oriented, the it was suggested that conference-related articles be recognized somehow.

Since 46% of the membership is at four-year institutions (with publication requirements), the impact of JCRL on them must be considered. It was suggested that the acceptance/rejection rate for the journal be printed in JCRL.

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Advertising
in and of
JCRL to be
investigated

Vince Orlando informed the group that a style sheet for JCRL is being developed. The NADE and CRI membership lists are to be given to Vince. The group supported the idea of soliciting articles from other sources and recognized that this could mean that more WCRLA members may find their articles rejected.

Circulation
of JCRL
pondered

The issue of circulation of JCRL was discussed. Currently, 1,000 copies are printed. If circulation was increased, JCRL could get indexed. This could result in circulation doubling. Disadvantages of offering JCRL to other organizations as a benefit of membership was discussed. Advertising JCRL in other journals and advertisements in JCRL are going to be investigated by Vince Orlando.

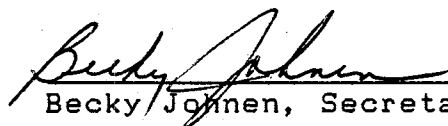
V. What's in a name task force

Task force
to examine
common
terminology
named

Mary Rubin will be leading a task force investigating common terminology used in our discipline. The task force is comprised of Wes Brown, Lois Burrill, Frank Crist, D.A. Clowes, Phoebe Helm, Jane Lehmann and Nancy Wood. There will be information in the next Newsletter on the work of this task force. Gwyn met NADE's Newsletter editor, Martha Casazza, at a conference in Wisconsin. Martha had presented a position paper on learning assistance. Gwyn suggested that Mary contact Martha.

The meeting was adjourned at 5:25 p.m.

Respectfully submitted


Becky Johnen, Secretary

WCRLA BOARD RETREAT MINUTES
PACIFIC GROVE, CALIFORNIA
ASILOMAR CONFERENCE CENTER
OCTOBER 27, 1987

PRESENT: Gwyn Enright, president; Susan Deese, president-elect; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer; JoAnn Mullen, journal editor; Vince Orlando, journal editor; Wayne Herlin, newsletter editor

Gwyn Enright called the meeting to order at 9:30 AM.

I. Standards and Guidelines for Student Services/Development Programs

The Board reviewed and commented on the standards and guidelines drafted by the Council for the Advancement of Standards for Student Services/Development Programs. (Attachment G)

In response to the general standards, the Board reacted positively to the statement of philosophy, but had no other comment except as standards impacted the specific.

In response to the standards and guidelines for learning assistance programs the following issues were identified:

Board identifies 13 areas of concern with proposed standards and guidelines for learning assistance programs

1. Use of the terms remedial, developmental and learning assistance. These terms lack precision and do not convey common meaning throughout the discipline. The Board recommended that the word "services" be used in place of these words, with "services" footnoted to indicate remedial, developmental, etc. Each institution could then define services or the terms for its own use. (ref. Mission, page 63, 1A)

2. The guidelines lack information on variations of learning styles. (ref. Mission, page 63, 1-B-1)

3. All capabilities of students must be considered. If a student is admitted, the institution and/or appropriate program must take responsibility for the student at the level the student was admitted. (ref. Mission, page 63, 1-B-2)

4. The section on program guidelines should be a more general statement giving flexibility for the institution to set the specifics. For example, the section on ... must provide inservice education programs... is too specific for a guideline and limits the institution in deciding who is responsible for inservice activities. (ref. Program, page 63, II-1)

5. Overall, the guidelines and standards as presented are politically dangerous. There is an implication of an endorsement of one model. It was suggested that a trio of standards, to accomodate 3 models, be developed.

Issues of
concern with
proposed
standards

6. The document dictates items by the use of the word "must". The Board suggested that the document make a statement followed by examples and avoid use of the word "must".

7. If the document is to be workable and accomodating to a variety of situations, then the language needs to be precise and consistent throughout. Both of these characteristics are lacking in the document.

8. The document needs to identify where an academic program of basic skills fits.

9. An outreach component, with training, needs to be included in any learning assistance standards.

10. More latitude for institutions is needed.

11. There needs to be a recognition that many campuses have components of learning assistance across several department lines and classifying something as learning assistance versus student services isn't so clear cut.

12. Are the standards dealing with a program of learning assistance or specific learning assistance services?

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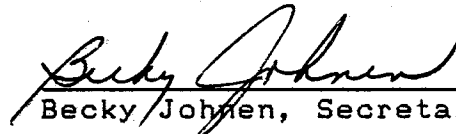
13. The idea that anyone can teach in learning assistance programs needs to be avoided.

President
Enright to
summarize
concerns and
send to CAS

It was the consensus of the Board that Gwyn
draft a letter to Council for the Advancement
of Standards (CAS) expresses WCRLA's concerns
on the proposed standards.

The meeting was adjourned at 11:10 AM.

Respectfully submitted


Becky Johnson, Secretary

WCRLA RETREAT MINUTES

October 25, 1987
Pacific Grove, California
Attachment A
Page 1 of 1

WCRLA Retreat
Asilomar October 25-27, 1987
Agenda

October 25

3:00 pm

Convene - Short Business Meeting
Additions/changes to retreat agenda
Additions to budget: Orlando, Rubin
Decision on JDE and RIDE
Dates of 1989 Seattle

Assignments
Distribution of materials

Information from Susan

6:00 pm

Dinner

7:15 pm

WCRLA - the future (*Triton*)

October 26

~~7:30~~ 8:15
9:15

Breakfast
Autobiographies
Motivational Analysis

12:00
1:15

Lunch
Goals of WCRLA
Friendship/"intimate" quality of WCRLA
Political realities in education
Competitiveness for members

State Chapters - Becky
Publications - Wayne

Journal Issues - Vince

5:00
6:00
7:15

Walk
Dinner
Professional Identity - Update on M. Rubin
Wes

October 27

7:30
9:15
12:00

Breakfast
Professional standards - Comments on 9/87 JDE
Lunch and farewell

October 25

*Gladys Shaw - ideas on what to
present at Arizona conference
(AZADE)*

WCRLA RETREAT MINUTES
October 25, 1987
Pacific Grove, California
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WCRLA TEN YEARS FROM NOW

1. leader in the field
2. either same as now - same, loyal members OR
3. national organization with different membership
4. greater visibility; recognized by other professionals (colleagues in other disciplines)
5. developed as a discipline (development of "credentialing")
6. political impact
7. proactive on issues
8. develop training for people in the field (national institute)
9. develop leadership within the organization (develop a base of individuals)
10. system of networking (SIGs, regional/state organizations)
11. members considered as a pool of experts
12. personal development of students and others within the field; development of a pool of resources
13. program accreditation
14. licensing
15. research/academic base (grants/scholarships)
16. "foundation" - broker of large amounts of money to fund projects
17. national networking of individuals
18. a clear identity
19. name change
20. different marketing means
21. listed in Wilson's Index so libraries will subscribe to the Journal
22. how large do we want membership? the answer will have impact on who we are, what we're called, etc.
23. consider the impact of terms remedial, developmental and learning assistance
24. strut our stuff
25. focus of the group? writing? learning assistance? developmental education? etc.
26. stable group - longevity of individuals in the organization
27. clarify to adult ed. our role in their field; broaden base (vocational ed.)
28. organization should appeal to all "adult educators" (academic and practitioner level) (If community colleges are placing ABE and GED under the umbrella of developmental education, the organization should keep pace)
29. remain manageable (how large should the organization be?)

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what audiences should be addressed?)

30. well defined; clear objectives and goals (can the organization remain small and yet accomplish what we want?)

31. state organizations will make organization appear stronger

32. consider groups such as private industry and military

33. consider direction of NADE and WCRLA (collision?)

34. SIGs may be the enabling mechanism for a larger membership yet keep the numbers manageable (i.e., people in SIGs keeping the personal aspect alive)

35. if you grow and have large numbers, it is critical to retain identity

36. retain "personality"

37. having new people in the field, identify with the organization as "the organization" for information receiving and dissemination (an organization accepting of the ideas of the "new person on the block")

38. maintaining fresh and new perspective

39. mentoring, continuity (e.g., activity level of past presidents)

40. more contact with the group (i.e., major conference in the spring; SIG sponsored events in the fall)

WCRLA RETREAT MINUTES
October 25, 1987
Pacific Grove, California
Attachment C
Page 1 of 2

WCRLA TEN YEARS FROM NOW
AREAS OF CONCENTRATION

IDENTITY, VISIBILITY, CREDIBILITY

IDENTITY

1. leader in the field
2. emphasis and membership same as 1987 or emphasis and membership more national oriented
3. political impact
4. proactive on issues
5. develop and deliver training for people in the field
6. networking systems
7. develop students and others in the field for a pool of resources
8. research/academic base
9. foundation image - broker of funds for projects
10. a clear identity
11. a new name
12. size of membership, yet manageable
13. consistent language in the discipline - remedial, developmental and learning assistance
14. focus of the group - learning assistance? developmental education? writing? - will be defined and understood
15. viewed as a stable group - longevity of membership
16. broadened base to include vocational ed.
17. importance of the organization to adult ed. will be seen
18. well defined; objectives and goals clearly stated
19. existence of state organizations
20. fields such as private industry and the military will be involved with WCRLA
21. relationship with other professional groups defined
22. SIGs having a more active role in the organization
23. retention of personality
24. WCRLA viewed as THE organization for receipt and dissemination of information
25. maintain a fresh and new perspective
26. mentoring

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VISIBILITY

1. greater and wider visibility
2. development and delivery of training via national institutes
3. networking
4. different marketing means
5. highlight strengths
6. implementation of state organizations
7. more contact with the group throughout the year

CREDIBILITY

1. recognition by colleagues in other disciplines
2. developed as a discipline (development of credentialing)
3. development of leadership within the organization
4. memberships considered as a "pool" of experts
5. program accreditation
6. licensing
7. listed in Wilson's Index
8. viewed as a stable group - longevity and continuity of membership

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1987-88 GOALS

WAYS TO OPERATIONALIZE

I. TO PROTECT THE FRIENDLY AND INTIMATE QUALITY OF WCRLA

MEMBERSHIP

- Re-recruit WCRLA drop-outs

NEWCOMERS AND NEW MEMBERS

- Schedule newcomers orientation at the conference on Thursday morning; have danish available; officers must be present
- At conference, have a special hospitality event
- List all in members in the newsletter

OFFICERS

- Have officers present at state and regional conferences

NETWORKING

- Build on state friendships

INFORMATION SHARING

- sharing fair/simulated visits (RECOMMEND FOR 1989 CONFERENCE)
- SIGs
- Journal
- Newsletter
- computer fair
- postcard about questions (Gwyn)

OTHER

- leadership retreat (Susan)

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II. TO BE AWARE OF THE POLITICAL REALITIES IN EDUCATION

RAISE MEMBERSHIP AWARENESS

- column in the Newsletter focusing on both student and professional issues (keeping objectivity in perspective)
- clearinghouse
- provide opportunities to see the larger picture
- network with state officers

CONFERENCE

- invite/solicit politically-oriented speakers
- have a section or a business meeting with politic-related topics
- have an informal gathering of legislators

BOARD

- review information and generate endorsements or other input (sent "atta boys")
- have an ad hoc legislative coordinator to serve as an information broker; appointed by the president; long term; optional board meeting attendance
- have a legislative committee (potential members - Pat Heard, Pat Benner, Frank Crist, Jerry Fishman, Kay Henerd)
- send reinforcement letters to legislators

OTHER

- link with legislative liaisons at institutions
- talk to Gene Kersteins regarding CDE efforts

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III. INCREASING BENEFITS TO MEMBERS

SCHOLARSHIPS AND RESEARCH AWARDS

- creative ways to raise funds
- funding resources for personal research projects
- have award information available at the conference
- have a database or bibliography of funding sources
- continuity of chairperson is important

SERVICES

- sponsor or co-sponsor something similar to Kellogg
- offer credentialing or accreditation at an institute
- tutor certification
- exemplary program status from CDE
- consultation services - program evaluation (fund the development of and evaluation of programs)

STATE LEVEL COMMUNICATION

- monthly newsletter
- implementation of state chapters

JOURNAL

- provide more options/variety of journals
- investigate 2 volumes of JCRL per year

D R A F T

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATE/REGIONAL CHAPTERS
GUIDELINES

Submitted by Becky Johnen

PURPOSE

A state/regional chapter will be an important means of connecting local membership with the parent group. State/regional chapters will provide a device for members to participate in WCRLA's program locally if not "nationally". The chapter is a convenient framework within which individuals can meet to consider professional problems of local interest as well as concerns on a more global perspective. Most importantly, chapters will help draw people into WCRLA membership and participation in the parent organization.

STATUS

WCRLA chapters will be autonomous except as provided by the WCRLA Constitution and Bylaws. Chapters may: adopt bylaws governing officers, membership meetings, committees and other matters; develop and implement their own programs, requesting assistance from the coordinator of state/regions; establish criteria for dues and membership; develop a newsletter or engage in other activities in order to improve communication within the membership. WCRLA chapters will be responsible for providing funds to support the activities of the chapter.

BYLAWS ADDITION

An article will need to be added to the current bylaws for the intitution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter of the Association in any state, region, province or territory on the petition of _____ members of the Association within the area.
2. A chapter may adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the Association.
3. A chapter may admit members who are not members of the "national" association; however, officers of each chapter shall be members of the "national" Association. Officers shall consist of the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer(?) duties).
4. Each chapter shall hold at least one meeting a year unless it is associated/affiliated with an organization that normally meets biennially.
5. Each chapter shall send a report of its meetings to the Coordinator of state/regions of the Association within one month following the meetings.
6. A chapter may be dissolved at its request by the Board of Directors of the Association and shall be so dissolved if it becomes inactive or fails to comply with the provisions of this article.

PETITIONING FOR CHAPTER STATUS

Recommended language for the petition for chapter status:

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name (name of proposed chapter, such as Oregon WCRLA) and covering the geographic area (location or area, such as the state of Oregon). The purpose and objectives of the chapter will be as follows: _____

_____.

List the name, address and telephone number of the individual acting as chairperson. Include signatures of at least _____ WCRLA members and a typed alphabetical list, with complete addresses, of those signing the petition.

APPROVAL PROCESS

The petition should be forwarded to the Coordinator of state/regions. The Coordinator of state/regions will notify the Board of Directors of a chapter request. The Board will act on the request. Notification of the Board's action will be sent to the acting chairperson as soon as possible.

COMPLIANCE WITH STATE CORPORATE COMMISSIONER'S OFFICE

After notification of approval from the Board of Director's, each acting chairperson of a state chapter will be responsible for contacting the corporate commissioner's office to see whether paperwork on the state chapter must be filed with them. If papers must be filed, it will be the responsibility of the acting chairperson to see that this is done.

QUESTIONS FOR THE BOARD TO CONSIDER

1. Where will the current position of state/region director fit into the state/region chapter? Is the position still needed? If yes, what will the function of the position be? Until a chapter is established, I would recommend that it is the state/region director who takes the responsibility for getting the petition signed and for organizing other events at the local level to get the chapter going.
If a state/region is not interested in a chapter, the current position of state director could continue as is.
2. What will the membership year for chapters be? Calendar year? Fiscal year - July to June? "National" conference year? Chapter conference year?
3. Will there be any financial support from "National"?
4. After the Board approves proposed language for the changes, when/how should it be presented to the membership at large? Newsletter? Special mailing? When should the vote occur? Special mailing? Same time as the officer's election?

5. If the process can be voted on prior to the Sacramento conference, then the mechanics to be followed through at the state/region level could be discussed at state/region meetings or with a special session or at part of a business meeting.

6. I would recommend the design of a "Chapter Starter Kit" which would contain the general guidelines for chapters, the WCRLA Constitution and Bylaws, a sample of what a state/region chapter Constitution and Bylaws should look like and any other information that would be helpful.

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BYLAWS ADDITION

An article will need to be added to the current bylaws for the intitution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS

1. The Board of Directors may establish a chapter of the Association in any state, region, province or territory on the petition of 25 members of the parent association within the area. To maintain chapter status, membership in the parent association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter may adopt its own bylaws provided there is no conflict between them and the Constitution and Bylaws of the parent association.
3. A chapter may admit members who are not members of the parent association as associates for up to one year; however, officers of each chapter shall be members of the parent association. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).
4. Each chapter shall hold at least one meeting a year. A report of its meeting(s) shall be sent the Coordinator of state/regions of the parent association within one month following the meeting(s).

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5. State chapters shall not be affiliated with another organization that has similar goals.

6. A chapter may be dissolved at its request or by the Board of Directors of the Association and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation then funds revert to the parent association.

7. If a state chooses not to have a chapter, the position of state/regional coordinator will continue. In the event of the dissolution of a state chapter, the Coordinator of state/regions of the Association will appoint a person to the position of state/regional coordinator.

NOTE: Underlined words or sections indicate a revision or addition.

General Standards

Those using this document for the purposes of self-study or other program development are advised that the **General Standards** are those elements found in common to the several functional area standards and guidelines. While of potential utility as a stand-alone document, the **General Standards** are not so designed. These **General Standards** must be read with the functional area standards and guidelines addressing the following: **Academic Advising, Career Planning and Placement, College Unions, Commuter Student Programs and Services, Counseling Services, Disabled Student Services, Fraternity and Sorority Advising, Housing and Residential Life Programs, Judicial Programs and Services, Learning Assistance Programs, Minority Student Programs and Services, Recreational Sports, Religious Programs, Research and Evaluation, Student Activities, and Student Orientation Programs.**

General Standards

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) developed and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within post-secondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.

Since institutions vary in size, character, location, and type of students, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager, must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on a continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to allocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties; bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office,

reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state, and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and

resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example:

All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.

All staff members must ensure that students are provided access to services on a fair and equitable basis.

All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.

Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) . . . is used as the basis for such decisions or outcomes . . . , (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).)

All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

Standards and Guidelines for **Learning Assistance Programs**

Standards and Guidelines for Learning Assistance Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Mission

See General Standards

The mission of a learning assistance program must be to provide for instruction and services that will (a) support students in the development of skills necessary for their effective performance in and positive adjustment to the learning environment and (b) support faculty and staff in the improvement of classroom teaching and other instructional activities.

The goals of a learning assistance program should be to:

- provide ^{services} remedial and other programs that teach skills which maximize the learning potential, academic performance, and adjustment of students;
- enable students to apply those skills they are developing to actual classroom learning situations;
- provide faculty with services and resources for improving teaching and supplementing classroom instruction;
- offer individualized and self-paced programs; and
- help students develop positive attitudes and confidence in their ability to learn.

To accomplish these goals the following considerations should be given careful attention:

- Learners are the central focus of the programs and services.
- Learners include students of all ages who are matriculating on a full-time or part-time basis as well as faculty and staff members.
- The learning assistance program should assist its parent institution in maintaining standards of academic excellence through programs and services to students and faculty.
- Learning assistance programs should be based on a philosophy that learning is influenced by cognitive, affective, and psychomotor domains, thus involving the whole person.

Program

See General Standards

A learning assistance program must provide services and programs designed to help students build cognitive and affective skills for effective learning performance. These programs and services must include:

- diagnosis of cognitive and affective skills;

The program should provide for and/or use diagnostic tests and interviews to determine the cognitive and affective needs of students.

- instruction and activities which enable students to become independent and confident learners;

The program should disseminate information on the availability of services through college publications (e.g., catalogs, student handbooks, and brochures); through presentations to students, staff, and faculty members; and through campus and local media announcements.

Learning assistance programs include instruction and activities for developing learning skills. Depending on the scope of the program, skill development programs should address study skills, reading, mathematics, writing, critical thinking, and problem solving. Subject matter tutoring, graduate examination preparation courses, and time management workshops may also be offered.

The program should provide, either directly or by referral to appropriate units, programs dealing with affective needs that influence learning. These often include: test anxiety reduction, assertiveness training, values clarification, educational and cultural adjustment, concentration improvement, motivation improvement, and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve.

- support in applying appropriate learning and affective skills to the student's formal academic environment;

The program should provide continuous evaluation and feedback concerning the student's progress in reaching his/her learning skill and affective goals. Staff members should assist the student in understanding the relevance of the skills that are learned in the program to the student's experience with classroom situations.

- referrals to needed programs and services not offered by the learning assistance program.

Staff members should make referrals, when appropriate, for: alcoholism or other addiction treatment or counseling; baby and child care; learning disabilities; and psychiatric or psychological help.

The learning assistance program must provide opportunity to faculty, staff, and administrators for consultation and assistance which would assist them in recognizing and understanding the learning skill needs of students.

The learning assistance program must provide in-service education programs in instructional development.

The learning assistance program must conduct programs and activities which promote understanding of the learning needs of the student population and the program's role in accomplishing the academic mission of the institution. Staff must share knowledge and expertise about helping students to develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

- establishing advisory boards made up of members from key segments of the campus community;
- holding periodic informational meetings with staff, faculty, and administrators;
- extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning problems of their students;

- conducting staff and faculty development and in-service training programs on curriculum and instructional approaches designed to incorporate or reinforce the development of learning skills, behaviors, and attitudes;
- encouraging the use of the program resources, materials, and programs as integral or adjunct classroom activities;
- training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer skills counselors, and advisors; and
- providing jobs, practica, courses, internships, and assistantships for graduate students interested in pursuing learning program careers or who are seeking practical experience in learning services.

Organization and Administration

See General Standards

Learning assistance programs are frequently components of either a student affairs or academic affairs division. Regardless of the institutional division in which the program is located, it is important that the program communicates with key units in both student affairs and academic affairs. One method for promoting effective communication is to invite members of the faculty, staff, and administration to participate as members of a learning assistance program advisory council or to serve as consultants to the program.

Human Resources

See General Standards

The professional staff must include persons competent in learning skills, human relations skills, and learning disabilities treatment skills.

All professional staff members must be competent in: communication skills, both written and oral; diagnosis and assessment needs in their area of responsibility; organizational and planning skills; and program evaluation skills.

Learning assistance program services require professional staff who have expertise to instruct a specific learning skill. Because the professional encounters other issues in the process of teaching students, counseling and advising abilities are also helpful. Experience in training, evaluation, and consultation is valuable in working with other members of the campus community including faculty, staff, administrators, and paraprofessionals.

The size, scope, and role of the program staff depend on the mission of the learning assistance program and the student population it serves. Some learning assistance programs are designed to service specific student populations, such as remedial or nontraditional college students, and other centers are charged with serving the entire student population. Staff-to-student ratios, therefore, must be based on factors such as:

- the types of specific learning skills programs offered;
- the skill level and needs of the student population being served;
- institutional expectations about serving special populations, such as minority, disadvantaged, foreign, adult, learning disabled, other disabled students, and student athletes;
- institutional expectations about specific academic disciplines; and
- the number of hours of contact and instruction needed to serve students.

The professional staff must be knowledgeable in learning theory and competent in communication, human relations skills, diagnosis and assessment, administration, and program evaluation.

The director should have an earned graduate degree and professional experience in learning assistance programs and administration.

Learning assistance program professional staff members should have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

Courses of study in content areas relevant to learning assistance program practice include:

- adult development theory,
- counseling theory and techniques,
- administration and interpretation of diagnostic tests,
- learning disabilities and special education,
- cognitive processes,
- design and presentation of group workshops in areas such as time management and stress management,
- group leadership and dynamics,
- curriculum and supervision,
- administration and management,
- instructional methods and media,
- educational technology and computerized instruction,
- English as a second language, and
- human relations training.

Adequate time and financial support should be allocated for professional development activities. Research and publications are encouraged to contribute to the knowledge and practice of the profession.

For professional staff, it is desirable that previous experience include:

- working with college students, administrators, and faculty;
- coordination between academic and student affairs;
- college teaching; and
- the design and implementation of instruction.

Paraprofessional and preprofessional staff must be used only in appropriate roles when providing services or programs to students or support to the program.

Paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

If joint appointments are employed to supplement program staff, the individuals must be committed to the philosophy, objectives, and priorities of the program as well as possess the expertise required for the assignment.

Funding

See General Standards

Adequate budget allocations should be provided from regular institutional funds for:

- staff salaries, including, where appropriate, professional, paraprofessional, preprofessional, and clerical staff members;
- purchase and maintenance of office and instructional furnishings, supplies, materials and equipment;
- printing and media expenses;
- phone and postage costs;
- institutional memberships in professional organizations;
- subscriptions to professional publications;
- attendance at professional association meetings, conferences, and workshops.

If a program is successful in generating external funding, these funds should not be viewed as a substitute for regular institutional funding or normal operating funds.

Facilities

See General Standards

Facilities for the learning assistance program should:

- be conducive to the types of instructional methods used, including classroom, laboratory, small group, and one-to-one instruction; and should include appropriate and adequate acoustics, ventilation, and lighting;
- provide private, sound-proofed areas for affective skills programming, testing, counseling, and other activities that require confidentiality or intense concentration;
- provide essential instructional materials and equipment, including texts and workbooks, filmstrips, audio and videotape equipment, computer terminals, projection equipment, chalk boards, and appropriate storage and electrical outlets necessary for the various kinds of equipment;
- have adequate office space, supplies, and equipment (e.g., word processor, copy machine, telephones) available for professional, preprofessional, paraprofessional, and clerical staff;

- be designed to allow for presenting simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality; and
- have a prominent reception and information area.

Campus and Community Relations

See General Standards

The learning assistance program should:

- establish communication with all academic units and campus service offices such as the counseling center and academic advising services;
- encourage the mutual exchange of ideas, consultation, and referral of students among all segments of the academic community;
- know and be aware of academic and other institutional policies and procedures;
- provide the academic community with current information about the unique characteristics and special needs of the learning assistance program's clientele, as well as about available learning assistance programs and activities;
- act as a liaison between student services and the academic service programs, as well as between individual students and those programs; and
- encourage academic units and other student service areas to work together and share their knowledge and abilities when working with students.

Ethics

See General Standards

Evaluation

See General Standards

A data collection system should be implemented for the purpose of evaluation. Evaluation activities should include, but not be limited to, periodic:

- evaluation of programs and services by users, including students, staff, and faculty;
- collection of or access to data on the characteristics and needs of student populations and analysis of trends to determine implications for learning services;
- assessment of program effectiveness, that can range from the impact of specific services on individual students to the effect of the center's activities on the campus retention rate; and
- feedback from users about the strengths and weaknesses of the programs in which they participated as a means of determining necessary changes or improvements.

WCRLA RETREAT MINUTES

October 27, 1987

Pacific Grove, California

Attachments concerning the Standards for Learning Assistance

Programs are greatly appreciated. Please contact: Georgine Materniak,

Coordinator, University of Pittsburgh, Learning Skills Center, 311 William

Pitt Union, Pittsburgh, PA 15260.