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IN THIS ISSUE

The NOSS *Practitioner to Practioner* publishes articles of interest for developmental education professionals including administrators, faculty, learning assistance personnel, academic counselors, and tutors who are interested in the discussion of practical issues in post-secondary developmental education. *Practitioner to Practioner* is published electronically twice each academic year. Articles in *Practitioner to Practioner* are indexed in ERIC.

NOSS *Practitioner to Practioner* Submissions
Articles should relate to issues that inform and broaden our understanding and practice of teaching and learning in developmental education. The subject of the article may emphasize innovative approaches, best practices, how meaningful research affects teaching and learning, or techniques to enhance student performance. Review the "Call for Manuscripts" on page 2 for more information.

MISSION

NOSS seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

NATIONAL ORGANIZATION FOR STUDENT SUCCESS

Practitioner to Practitioner

"Promoting Communication among Education Professionals Who Care About Student Success"

Call for Manuscripts

Practitioner to Practitioner is a publication of the National Organization for Student Success (NOSS). NOSS invites articles of interest for professionals in higher education that relate to issues which inform and broaden members understanding and practice. The subject of the article may emphasize innovative approaches, best practices, or techniques to enhance student access, performance and/or retention. Researched or non-researched articles are accepted. If researched, then the article should include references.

Please follow these guidelines when submitting your manuscript:

- There is no deadline for submission. All submissions are accepted for review at any time. *Practitioner to Practitioner* will be published depending on the number of manuscript submissions. Issues are published electronically on the NOSS website.

- *Articles* are written for faculty, counselors, support service professionals, and academic administrators.

- The article must be typewritten. *Practitioner to Practitioner articles* are generally between 1200 and 1500 words and follow AP Style.

- References, citations in the text, tables, figures or a bibliographic section are only necessary with researched articles.

- The body should be double-spaced with one-inch margins, 12-point font. Do not justify the right margins.

- The manuscript must include a cover sheet with:
    1. Title of the article
    2. The names of the author(s)
    3. Job title and employer of each author
    4. Name, address, and email of author responsible for correspondence.

- The subject matter must be relevant to the journal's audience.

- Author information will appear at the end of the published article.

- The manuscript must not have been published previously nor be scheduled for publication in any other publication.

- Manuscripts must be electronically submitted in MS Word or Rich Text format as an attachment to an email addressed to practitioner@thenoss.org

- NOSS will acknowledge receipt of manuscripts via email within ten days.

- Articles are **not** refereed.

- All communication will be with the lead author, who is responsible for all communication with any additional author(s).

A Brief History of NADE Accreditation, 1999-2019

Linda Thompson
Karen Patty-Graham

As NADE transitions to NOSS, it may be useful to review some of NADE's past accomplishments. In this article, we take a look at one of NADE's long-term initiatives and give a very brief historical overview of the certification/accreditation project.

The original *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance/Developmental Education Programs* were developed in the early- to mid-nineties by the Professional Standards and Evaluation Committee, led by co-chairs Susan Clark-Thayer and Georgine Materniak. At that time, developmental educators who had attended presentations on how to use the *Guides* began to request formal recognition for programs that had used self-evaluation to improve their programs (Clark-Thayer & Cole, 2009). Thus, the idea of certification was born. Clark-Thayer and Materniak, assisted by Martha Casazza (author of the guides for Developmental Coursework), began offering institutes to teach developmental education practitioners how to conduct a program self-evaluation and collect and analyze data for program improvement, as well as how to use this knowledge to become certified by NADE. This group became the core of a subcommittee that would become the NADE Certification Council. Offering certification to programs of developmental coursework, tutoring and course-based learning assistance, the certification process continued to grow and evolve, becoming accreditation in 2016, a move that recognized the rigor and comprehensiveness of the process.

Programs have come a long way since 1999, when the first tutoring programs were certified, in terms of using assessment and evaluation to highlight their strengths and recognize areas needing improvement, as well as using data-driven evidence to inform their practices. Since 1999, when NADE certified its first programs, 92 (soon to be 94) programs have been certified or accredited by NADE for their assessment and evaluation efforts.

NADE Certification was first awarded to the tutoring program of Ball State University (1999), followed closely by the Harding University (2000) and University of Houston (2001) tutoring programs. In 2002, NADE awarded its first developmental coursework program certifications to Middle Tennessee State University (receiving the first award of Advanced Certification) and Texas State Technical College, Harlingen. Certification was valid for seven years, with the possibility of receiving Continuing Certification for an additional seven years before submitting an entirely new application for certification.

In 2016, when NADE moved from certification to accreditation of programs, programs that had maintained their certification status were considered to be NADE-Accredited. The certification process had undergone considerable change over the years and required programs to engage in self-evaluation using the *NADE Self-Evaluation Guides*, data collection and robust analysis, decisions for change ("action plans") based on the self-evaluation and data analysis, implementation of feasible action plans, and additional data collection and analysis after the action plans had been implemented to assess the effectiveness of their changes. The NADE Certification Council believed the process was rigorous and thorough enough to rival other program accreditations and the NADE Executive Board agreed. The Council became the Accreditation Commission and decided to award accreditation for 10 years, with a 5-year interim report update to maintain accreditation. Five programs received the first official accreditation awards in 2016, three for developmental coursework (Gallatin College, Western Piedmont Community College, and Fort Scott Community College) and two for tutoring programs (Ozarks Technical Community College and Schoolcraft College). In 2019, NADE awarded its first international accreditation to the Math Foundation Unit of Gulf University for Science and Technology in Kuwait.

From 1999-2018, the Certification Council/Accreditation Commission presented 63 institutes, providing valuable professional development to at least 1,484 individuals from 580 institutions representing 47 states and eight foreign countries; 389 (26%) of those individuals hailed from programs that at some time thereafter became certified or accredited. All who attended the institutes were exposed to nationally-recognized standards for successful programs, as well as an effective process of self-evaluation, data collection, and planning for self-improvement. All told, 19 tutoring programs, 70 developmental coursework programs (representing mathematics, reading, English, and study skills) and three course-based learning assistance programs have been certified or accredited since 1999.

At the 2019 conference, NADE announced a name change in response to the major changes that had evolved in the field of developmental education and learning support. With the term "developmental education" falling from favor in academia in the U.S., NADE decided to become the National Organization for Student Success (NOSS). During this time of reorganization, the Executive Board has decided to suspend new applications for accreditation.

It is important to note that this decision does not reflect a devaluation of the process that was created for NADE Accreditation. NOSS respects the programs that have been accredited and congratulates them on this distinctive accomplishment. NOSS continues to be proactive in collecting and disseminating information on best practice to faculty, staff and administrators involved in student success programs. Its goal is and has ever been to impact student success in higher education by offering professional development and promoting promising practices.

Reference

Clark-Thayer, S. & Putnam, L. (Eds.). (2009). *NADE self-evaluation guides, 2nd edition: Best practice in academic support programs*. Clearwater, FL: H&H Publishing.

Linda Thompson and Karen Patty-Graham are of the NOSS Professional Standards & Evaluation Commission (previously Chair and Review Coordinator, respectively, of the NADE Accreditation Commission)
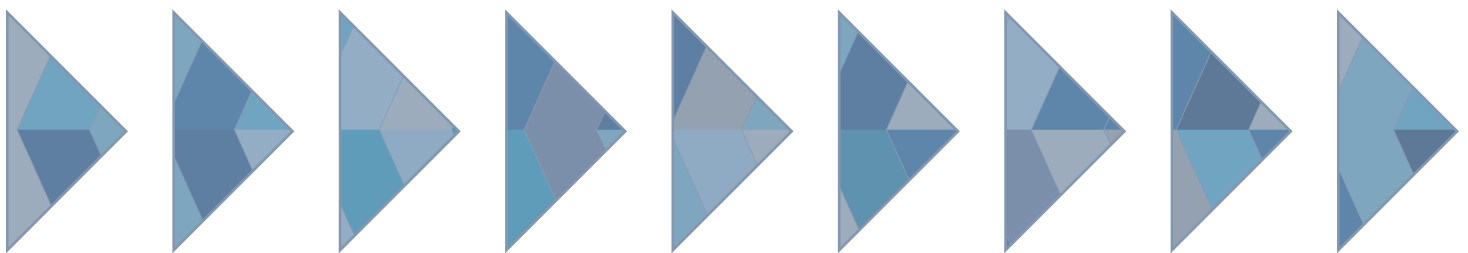
For students, online success requires new strategies and habits

by David Healey

Abstract

Online learning continues to grow and expand as students, especially adult learners, discover the advantages of a flexible learning environment that suits their busy lives. For students, success in online classes often requires brushing up on dormant academic skills and adopting new approaches to time management. Some students may find that without the right approach and setting some ground rules for themselves that include scheduling study time, the freedom offered by online learning can be overwhelming if not properly managed. For instructors, it is important to remind students of these best practices as often as possible and to create a constant presence in the online classroom.

Online learning continues to grow and create new opportunities for adult learners seeking to earn a college degree or refresh their skills. In fact, chances are that you or someone you know has taken an online college class.

Obtaining a college degree has clear benefits, yet a college degree remains fairly rare among Americans, with just 25 percent having a four-year degree (Brundage, 2018). We've all heard the horror stories about the college graduate who flips burgers for a living, but the facts show otherwise. According to the Bureau of Labor Statistics, college graduates had median earnings of $1,137 weekly, nearly $400 more than those with some college but no degree (Vilorio, 2016). The more intangible benefits include improving self-respect and expanding one's horizons beyond the known and familiar.

Online learning is an opportunity to help more adults advance in their careers—and their paychecks. These adult learners are a special group. In fact, my students are awesome. They are soldiers, nurses, police officers, firefighters, IT ninjas, moms and dads, and grandparents. Some are homeless, or very sick, or caregivers. They are heroic in many ways. As busy working adults, they often have been out of school

for years. This hiatus from the learning environment means that their reading, writing, and overall academic skills, may be rusty.

What tends to impede their path to success is not the college-level work itself, but the myriad of factors outside the classroom. Another way to put it, is that life happens. More and more, students are looking for education options that fit into their busy lives managing jobs and family (Noel-Levitz, 2013). Given these realities, time management and study skills are as much a part of academic success as mastering the actual course material. The good news is that reviewing strategies for success with students can help them do well in college.

Strategies for Online Learning Success

In my online classes, most students who are successful make a schedule and stick to it. Time management thought leader Leo Babauta suggests taking stock of all our commitments, beginning with family, work, school, volunteering, and hobbies, so that we have a better understanding of how to schedule our obligations (2009). This is sound advice for online learners. Once students grasp the big picture, it may be easier to determine where scheduling time for coursework makes the most sense or what changes they may need to make to find more time.

Students being introduced to one of my introductory Composition classes are advised that an online class may require 10-15 hours of work each week. My suggestion in the introductory seminar is that they plan to devote Saturday mornings to working on class, or Sunday afternoons, or Tuesday evenings. Literally writing these times in a planner or even on the kitchen calendar goes a long way toward completing the work. Simply put, successful students plan the work and work the plan.

Encourage students to develop an early warning system by keeping track of what is due, and when.

More tech savvy students can use tools such as Google or Outlook calendars. Remind students that it's so easy to set a reminder on a smartphone that they have a paper due or a seminar coming up: "OK Siri, remind me to submit the Unit 2 assignment at 5 pm Tuesday."

Communication is key. Most instructors will gladly work with students to help them complete late assignments, but instructors have to know what is going on in students' lives. Are they in the field on military duty and away from an internet connection? Did a storm damage their home and knock out power for several days, or call them away from home to fulfill an emergency services role? It's vital for students to reach out to their instructions and let them know what's happening.

Students need to create a positive learning environment. In other words, where will they do their work? It's amazing, in class discussions, how many students haven't thought this out or who over-estimate their concentration skills. On the sofa, in front of the TV, is not a good location for drafting an essay. Encourage students to create a space where they can get down to business. I often remind my students that the local library can also be a good way to avoid distractions such as that pile of dirty laundry or noisy roommates. Ainsa (2017) suggests having students complete a questionnaire about potential distractions, such as a propensity for constantly answering email, to improve their awareness of better approaches.

Students should not underestimate the value of printing out reading material. Although the class may be online, reading on paper can be a better way to absorb classroom materials. Students can make notes in the margins and squeak that highlighter across the page. A highly organized approach can include a 3-ring binder to collect reading materials for each unit.

In a class with a live seminar or lecture component, students often need a reminder to take notes. The lecture may be recorded and there may be lecture slides, but these notes can guide their own understanding of the material. Students can use a single, spiral-bound notebook to take notes from each lecture and to do their brainstorming for writing assignments.

Use a laptop computer or desktop computer. Students get excited about being able to use tablets or smartphones to attend class or complete coursework,

and these work in a pinch, but it's just not very practical to shrink the classroom to such a tiny screen. Taking classes on nothing but a tablet or a phone simply becomes frustrating. Even a slightly dated, used computer is a good investment for the online student.

Students should explore the online classroom so that they are as familiar with it as they are with Facebook or Instagram or another favorite site. Encourage students to click on the links and explore the classroom. They won't break the internet!

Research has shown that one of the most effective approaches to creating engaging online classes is to increase instructor presence (Mandernach, Gonzales & Garrett, 2006). This can mean responding quickly to emails and posting over several days in discussion boards. Working with students online both asynchronously and synchronously is just as intensive as working with students in a classroom and during office hours (DePew, K. E., & Hewett, B. L., 2015). Instructors may not be able to have a cup of coffee with a student on the other side of the country, but they can still invite them into their office for a chat by phone or video.

I get so excited about online learning because the potential is endless as the delivery methods evolve. For example, our university recently began using a video teaching platform for weekly live seminars to help create an even more engaging online learning experience. But no matter how much the technology evolves, student success often comes down to basic academic skills and time management. Finally, we should use this amazing technology to enhance the human interaction that helps smooth the road to student success.

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Effects of Engaging Students in a Remedial Reading Course

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Introduction

Every year, millions of new college students come academically underprepared. They lack the necessary skills to perform at the college level. Postsecondary institutions address this problem with extensive remedial programs (Chen, 2016). One of these remedial programs is reading. In several postsecondary institutions, students are required to pass a remedial reading course in order to take some credit bearing courses.

I teach a remedial reading course. In the beginning of the term, some students show a negative attitude toward attending this course for different reasons. These include the belief that the result of the reading placement test is inaccurate, feeling of being stigmatized for having to attend a remedial course (Rey & Karstadt, 2006), and the frustration for not getting college credits and paying tuition for attending this course (Bettinger & Long, 2007 & Bailey, Jeong, & Cho, 2010). In spite of these situations, students have to take and pass this remedial course.

Engaging Practices

In teaching a remedial reading course, I provide students with activities that enable them to apply strategies to improve their reading as well as other skills that help them to become academically prepared. I find these practices helpful in engaging them to think critically, perceive their strengths and needs to understand what they read, and take steps to address their concerns. These practices also help students to work on assignments that further improve their reading skills, work cooperatively with others, realize the relevance of what they learn to other college courses, and improve their attitude toward a remedial reading course.

News Articles

Students orally share their news articles every other week. In the first 2 months, they share current local, regional, national or international news. In presenting the article from memory, they include information that answers the following questions.

1. What happened?
2. Who made it happen?
3. Why did it happen?
4. When did it happen?
5. Where did it happen?
6. How did it happen?

Students are discouraged from sharing news about murders and gossips. In the 3rd and 4th months, students are encouraged to share news that are related to their intended major. Sharing news articles from memory helps students to improve their comprehension, retention, and oral communication skills. They are encouraged to speak in their seats or in front of the class. They also improve their listening comprehension skills because a discussion about the content of the news and their insights follows after the sharing period. For example, students realize the negative effects of littering and using plastic materials after hearing news about flooding due to clogged canals and a dead whale with tons of these materials in the stomach.

Journal Report: Informational Texts

After a discussion about the strategies for inferring the meanings of unfamiliar words and recognizing the main idea, supporting details, and paragraph patterns in passages, students write a journal report. They choose any article (not news) from Times, Newsweek, scholarly journals, or any informative magazine in print or digital. that is related to Psychology, Sociology, Philosophy, Economics, Health, Social Justice, Anthropology, or any college course They attach a copy of the article that must consist of at least 2 pages. They also write a summary that includes a minimum of 10 logical sentences that are based on the entire article, a thesis statement, and relevant supporting details. Additionally, they include answers to given

questions and details that support their answers. Finally, they write the meanings of 5 vocabulary words that are found in the article and use these in sentences. The journal report guide is found in Appendix A (Rey, 2017). Preparing a journal report enables students to improve their skills of inferring the meanings of unfamiliar words, identifying the main idea, providing details to support the main idea, sensing relationships among ideas, recognizing paragraph patterns, summarizing, and realizing the importance of the skills that they acquire in a remedial reading course.

Journal Report: Inspirational Stories

Students choose any story or featured article (not news article) that could motivate a person to pursue a goal; change one's negative perspective to a positive one; propel someone to be hopeful in spite of adversities; or encourage an individual to appreciate one's talents, skills, position, work, physical status, or financial capability They choose an article with at least

2 pages from any newspaper, magazine or online sources. They attach a copy of the article to a journal report that includes a summary and answers to 5 questions. The answer to every question is followed by at least 4 relevant supports. A copy of the reader response journal guide is found in Appendix B (Rey, 2017). Students enjoy presenting their inspirational stories in class and sharing their insights or lessons from these stories. Writing a journal response to every question improves students' ability in supporting their point with relevant and logical details. Some of their comments include their appreciation for what they have; desire to do their best in different situations; admiration for people who share their time, money, resources, and talents with others; and additional knowledge about people from different walks of life.

Journal Report: Short Story or Novel

After a discussion of story elements such as characters, setting, theme, plot, and point of view, students write a summary that consists of at least fifteen logical sentences that show the beginning, middle and end of the story and clearly reflects the story elements. They also answer five questions and provide supports for their answers. The guide to the story journal report is shown in Appendix C. Completing this journal report and orally sharing the summary of a story in

class help students to recognize the elements of a story, write a main idea and supporting details, improve vocabulary, written, and oral communication skills, and read for pleasure or entertainment.

Completing Arguments

After discussing the point and supports in an argument, students work in groups and provide clear, accurate, and relevant supports to one of the following points (Rey, 2017).

1. We should use solar energy as a source of electricity.

2. The quest for a healthy body can lead to unpleasant situations.

3. The death penalty is a vital tool in the fight against crime.

4. Education is a key to personal success.

This activity enables students to recognize the parts of an argument; provides clear, accurate, and relevant supports to an argument; communicate ideas; and work cooperatively in groups.

Conclusions

Engaging students who attend a remedial reading course helps them in various ways. They recognize their strengths and needs relating to reading by applying different reading skills in various activities such as sharing news articles; writing journal reports on an informational text that is related to any college course that they take during the term, an inspirational story, and a novel or a short story; and working cooperatively with others in forming arguments. These activities also enable them to think critically and to use appropriate strategies to better understand what they read. These further improve their ability to infer the meanings of unfamiliar words, recognize the main idea and supporting details, connect ideas in sentences and paragraphs, summarize a passage or a story, infer implied ideas, recognize paragraph patterns, distinguish facts from opinions, and construct arguments. These skills help students to be career and college ready (Common Core State Standards Initiative, 2010),. They respond to what they read in oral and written forms and work cooperatively with classmates. Responding to texts is beneficial to students (Becker, 1999; Blue, 2012; Brooks & Browne, 2012; Galda, &

Beach, 2001; McIntosh, 2010; Rey, Kastner, Young, & Schuman, 2013; & Rosenblatt, 1982). Finally, they see the relevance of what they learn in a remedial reading course to disciplinary literacy

I continue to look for more resources and engage college students in activities that will help them to improve their reading skills, to apply these skills in meeting the reading demands in different disciplines, and to realize the importance of attending a remedial reading course.

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Appendix A
Reading Journal Guide (Informational Text)

Name _____ Date Submitted _____ Date Due_____

Title of Article: _____ Date of Publication: _____

Source of Publication _____

I.   Choose any article (not news) from Times, Newsweek, or any informative magazine or online sources. The article must be related to Psychology, Sociology, Philosophy, Economics, Health, Social Justice, Anthropology, and other college courses. The article must consist of two pages or more. Attach a copy of the article. **(5 points)**

II. Summary - Write a summary with at least ten sentences. Be sure your summary is based on the entire article. It must have a thesis statement and relevant supporting details. **(10 points)**

III. Comments - Discuss your feelings, reactions, or beliefs about the article. Answer five questions from the list. The discussion of your answers should have at least 5 paragraphs—one paragraph for your answer and 4 supports to your answer **(20 points)**

   A. What did you feel while reading the article? Describe your feelings.

   B. What were you reminded of while reading it? Discuss it.

   C. Why did you choose this for your journal?

   D. What did you learn from this article? Is it important to you? Explain.

   E. What questions do you want to ask the author of the article? Why?

   F. What part of the article strikes you? Discuss it.

   G. Have you read something similar to this? In what way is it the same or somehow related to the article?

   I. Have you seen or heard something related to the article? Discuss it.

   J. After reading this, is there a change in your established beliefs? Explain.

   K. Do you think other people should read this? Why or why not?

   L. Is it good that you read this article? Why or why not?

IV. Vocabulary Choose five words in the article. You may include unfamiliar words. Using the dictionary, write the meaning of each word. Be sure the meaning is similar to the way it is used in the article. Underline the 5 words on the copy of the article that you are required to attach. **(5 points)**

V. Sentences: Write your own sentence for each word. The sentence is satisfactory if it makes sense and gives clues to the meaning of the word. **(5 points)**

Grammar & Spelling **(5 points)**
An assignment that does not adhere to the above-mentioned guidelines will be downgraded. The highest grade for an assignment that is submitted after a week is 70 % or C. An assignment that is submitted after two weeks that it is due will not be accepted. The grade is Unsatisfactory. .

Total Points_____/50 = _____ Letter Grade _____

Appendix B
Reading Journal Guide (Inspirational Article/Story)

Name _____ Date Due: _____ Date Submitted: _____

I.   Choose any story or featured article (not news article) that could inspire someone. You may use any news-paper, magazine, scholarly journal in print or digital. The article must consist of at least two pages. Attach a copy of the article. **(5 points)**

Write a report that includes the following: Title of the Article, Author, Date of Publication, Website address or title of magazine or newspaper

II. Summary: Write a summary based on the article. The pattern of organization of your summary must be the same as the pattern of the article. There must be ten on more logical sentences. **(10 points)**

III. Comments: Answer the following questions.

The discussion of your answers should have at least 5 paragraphs. Write at least 1 paragraph that includes you answer to every question and 4 supporting details. **(30 points)**

Questions:

A. Why did you choose this article?

B. What did you feel while reading this article? Why?

C. After reading this article, is there a change in your beliefs? Why or why not?

D. Do you think other people should read this? Why?

E. How did reading this article change your attitude toward reading inspirational stories or articles? Explain.

The journal report must be typed and must be submitted on time. Use correct spelling, grammar and punctu-ation marks **(5 points).**

An assignment that does not adhere to the above-mentioned guidelines will be downgraded. The highest grade for an assignment that is submitted after a week is 70 % or C. An assignment that is submitted after two weeks that it is due will not be accepted. The grade is Unsatisfactory or 0%.

Total Points_____/50 = _____ Letter Grade _____

Appendix C
Journal Report Guide (Short Story or Novel)

I.   Read any novel or a short story. Write a journal report that includes the following information.

Name   _____   Course & Section   _____

Date Due: _____   Date Submitted   _____

Title of the book/story, author, date of publication and publishing company or source
Attach a copy of the short story or the first page of the novel. The short story must consist of at least five pages. **(5 points)**

II   Story elements: Identify the story elements in the novel or short story that you have chosen.
Write your answers for the following: **(10 points)**

A. Character/s

1.   Protagonist

2.   Antagonist

B. Setting

C. Theme

D. Conflict/problem
Solution to the problem

E. Point of View
A book/story that does not show the elements is not appropriate for this assignment.

III. Summary: Write a summary of the novel or short story that includes at least fifteen logical and sequential sentences that show the beginning, middle and end of the story. The summary must also show clearly the problem and its resolution. **(10 points)**

IV. Comments: Write at least one paragraph to answer every question below. Include a main point and four relevant supporting details for each answer-main point. **(15 points)**

A. What did you feel while reading the story? Describe your feelings.

B. What were you reminded of while reading it? Discuss it.

C. Why did you choose this for your assignment?

D. What did you learn from this story? Is it important to you? Explain.

E. What part of the story strikes you? Discuss it.

V. Vocabulary: Choose five words, preferably unfamiliar ones, in the story. Write the meanings of these words. Be sure the meaning that you get from the dictionary is similar to the connotation of the word that is used in the story or novel.. **(5 points)**

Grammar, Spelling & Punctuation marks **(5 points)**

Total Score _____/50 = _____% Letter Grade _____