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BECOME**





We've Got a New Web Address!

Join us at thenoss.org

Want to get in touch with the
NOSS Executive Board or the NOSS Office?

We've got new emails!

Denise Lujan, President: dlujan@thenoss.org

Patrick Saxon, President-Elect: psaxon@thenoss.org

Wes Anthony, Vice-President: wanthony@thenoss.org

Meredith Sides, Secretary: msides@thenoss.org

Carol Mueller, Treasurer: cmueller@thenoss.org

Annette Cook, NOSS Executive Assistant (office) and

Conference Manager: acook@thenoss.org



REGISTER NOW!

**Early Registration for NOSS 2020
is Open!**



**Join us in Nashville, Tennessee,
for our 2020 NOSS Conference!
Mark your calendars for March 4-7, 2020!**

Do you have some money left if this year's budget and want to go ahead and register for NOSS 2020 in Nashville? Early Registration for NOSS members is \$395. This rate will increase in November when Regular Registration opens. Register now to guarantee the lower rate and reserve your place.

Hotel reservations are not yet available, but here is information for planning purposes.

Single/Double room rate is \$237. Triple room rate is \$257, and quad room rate is \$277. These rates will be good until February 10, 2020. These rates **include the resort fee** which covers guest room wired and wifi high speed internet access, fitness center access, unlimited local and long distance calls, a Resort Savings Card, and more.

[To register for the NOSS 2020 Conference, click here.](#)



NOW OPEN

NOSS 2020 CALL FOR PROPOSALS

CLICK THE LINKS BELOW TO
SUBMIT YOUR CONCURRENT
SESSION OR POSTER SESSION
PROPOSAL

DEADLINE TO SUBMIT
IS JUNE 30, 2019.

QUESTIONS? EMAIL MEREDITH
SIDES, NOSS 2020 PROGRAM
COORDINATOR, AT
MSIDES@THENOSS.ORG

To submit a concurrent session proposal, [click here](#).

To submit a poster session proposal, [click here](#).



OUR 2019 LITERACY PROJECT BENEFITS

*Porter Elementary School,
Macon, GA*

IT'S NOT TOO LATE TO DONATE ENGLISH AND SPANISH VERSIONS OF "THE WORLD ACCORDING TO HUMPHREY" TO THIS DESERVING MINORITY-SERVING ELEMENTARY SCHOOL FOR ITS SCHOOL-WIDE "BIG READ."

TO ORDER COPIES OF THE BOOK TO DONATE, PLEASE CLICK ON THE AMAZON LINKS BELOW AND HAVE YOUR BOOK DONATION SHIPPED DIRECTLY TO THE SCHOOL:

ATTN: REBECCA ERWIN
PORTER ELEMENTARY SCHOOL
5802 SCHOOL ROAD
MACON, GEORGIA 31216



[To Order the English-Version of the Book, Click Here](#)

[To Order the Spanish-Version of the Book, Click Here](#)



MARK YOUR CALENDARS! WEBINAR WITH DR. ROBIN OZZ

April 11, 2019
1:00 p.m. Eastern

Topic: Guided Pathways

When done poorly, Guided Pathways disempowers faculty, restricts students, and focuses education on "getting them through quick and cheap." When done correctly, Guided Pathways integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences and supports that match students' interests and goals and better prepare them for attaining their educational goals. In addition, the process can be the most profound form of professional development college employees have every experienced. This webinar will discuss the benefits of doing Guided Pathways the right way.



[To register for the April webinar, click here.](#)

Practitioner to Practitioner

Exciting news! NOSS now offers a new publication, Practitioner to Practitioner, designed as an opportunity for members to share and learn what is happening around the country at colleges or universities concerning student success. Members are encouraged to submit articles regarding new programs, support services, strategies, placement, classroom assessments, advising, administration practices, etc. NOSS is soliciting information sharing abstracts, as well as researched articles; research isn't a requirement. Please see the second page of the latest issue for submission guidelines.

[Click here to access the latest issue of Practitioner to Practitioner](#)

Chapter Report for South Carolina Association for Developmental Education



The South Carolina Association for Developmental Education extends its gratitude to the National Organization for Student Success and to everyone involved in planning and organizing the 43rd Annual Conference.

SCADE's chapter meeting provided an opportunity to welcome first-time as well as veteran conference attendees. During our gathering, we discussed 2019 chapter goals, which include the following: launch a new website, grow and expand membership, update constitution and bylaws, and consider an organizational name change. Additionally, we reviewed and improved SCADE's Position Statement regarding education bills H. 3759 and S0419. With this in mind, SCADE wishes to share with NOSS A) its position statement submitted to SC legislators as of Tuesday, March 12 B) a letter to SC legislators from a Dev Ed student. SCADE remains available to answer questions you may have and looks toward collaborating

with others in our field to ensure **that stand-alone remedial courses continue to be offered at public colleges, that two-year colleges remain open-admission institutions, and that the student population currently served by these courses not be casualties of the legislative process.**

SCADE Position Statement

Sections 59-5-65, 59-18-1950, and 59-101-350 of recent Education Bill **S0419** propose removing remedial education from public colleges and instead, providing remediation at the high school level. However, the South Carolina Association for Developmental Education (SCADE), a statewide organization of educators, students and staff committed to serving the best interests of remedial education, respectfully submits to our senate a plea to amend S0419. **It is imperative that stand-alone remedial courses continue to be offered at public colleges, that two-year colleges remain open-admission institutions, and that the student population currently served by these courses not be casualties of the legislative process.**

First, SCADE is committed to maintaining the availability of stand-alone (not just co-requisite) remedial courses at all SC public colleges. Because many students in need of remediation are not recent high school graduates, the opportunity to take individual, single-focus refresher courses in preparation for more demanding college-level coursework is invaluable. Furthermore, the convenience of accessibility to remedial courses at local technical colleges promote academic confidence as well as preparation for productive employment directly benefiting our communities. Non-traditional students benefit from beginning their college educations at the same institutions which will eventually prepare them for careers offering greater economic stability and personal satisfaction. This familiarity and consistency are key components of academic success.

Next, SCADE believes that two-year colleges must remain open-admission institutions. Though placement testing is currently required for admission, students who do not qualify for enrollment into credit-bearing classes are assisted by advisors and given options for remediation. The bottom line is that many students are simply not ready to take on college-level courses and are in dire need of refresher English, Math and Reading programs. For those lacking basic skills in these areas, remedial courses completed in a college setting are life-changing and can equip them for future

success as they work toward their degrees/certifications. In addition, colleges are able to provide a wide network of free support services, including academic coaching and tutoring and childcare, that public high schools simply cannot offer. Most importantly, being admitted to a college -even when it must begin with remedial coursework- is often a matter of pride and is a motivating force for those attempting to improve their status in life and move up the economic ladder.

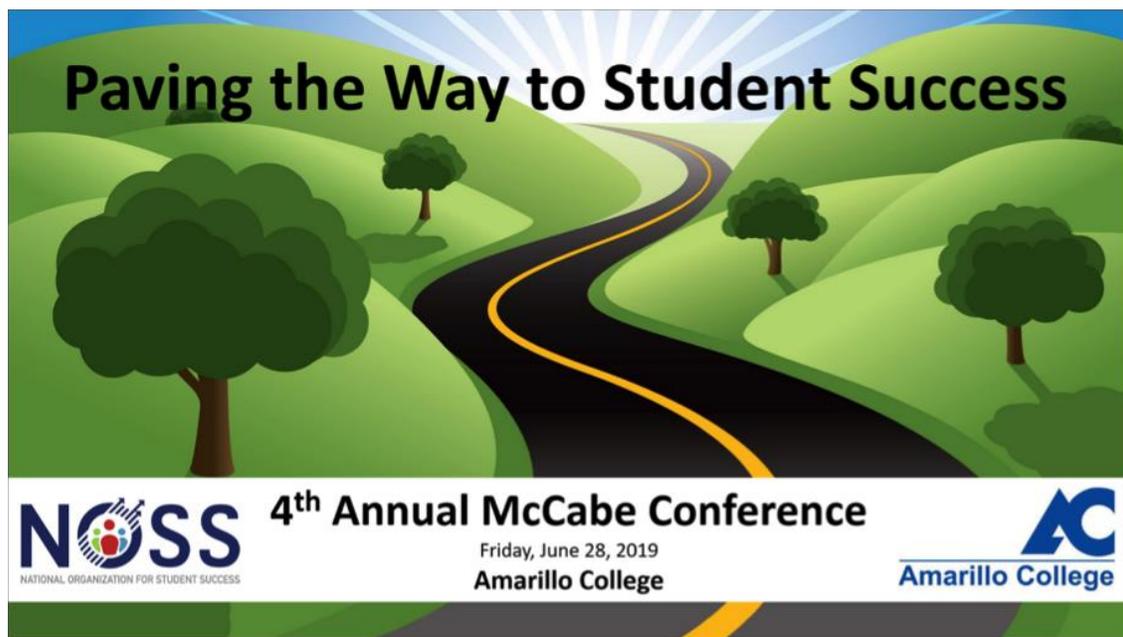
Finally, the student body largely benefited by remediation at the college level is generally an underserved population. Older students, military veterans, minorities, non-native speakers and those affected by poverty and homelessness make up the remedial classroom demographic. Thus, this bill would unintentionally restrict minority access to higher education. If colleges forfeit the ability to provide remediation, under-resourced, already marginalized adults would be denied the opportunity to train for new careers and earn a living wage. Additionally, economic growth would be impacted, as communities and businesses would lose a valuable supply of capable, vetted employees. Across the state, 2-year colleges collaborate with businesses such as BMW, Michelin, and Amazon (to name a few) to identify, train, and employ graduates from various programs, and many of these productive, successful employees started out in remedial classes. In short, the cooperative relationship between technical colleges and businesses would undoubtedly suffer if remedial coursework were discontinued in SC colleges.

When offered at an institution of higher learning, remedial education opens doors to people who never dreamed a college degree was in their grasp. Please carefully consider the far-reaching effects passing this bill as it now reads would have on educators, students, their families and our communities. Keep remedial education in our public colleges, and allow these institutions to continue to serve South Carolina.

Letter from a Dev Ed Student

My name is Michael Crouch. I am a resident of Oconee County and a student at Tri-County Technical College. I am writing this letter to convey how important and meaningful developmental learning has been and continues to be in my life. For example, my experience in developmental education taught me that we never stop learning. For this reason, employing the principles of developmental learning will be an ongoing process throughout my college career. I returned to college at the age of thirty-nine. At that time, I had never written an essay or successfully completed an

algebra problem. Since then, I have experienced the joy of completing two developmental learning courses. In English 100, I discovered the joy of writing. I learned how to form sentences, construct paragraphs, and by the end the course, write an essay. I have since successfully completed English 101 and English 102 with a final grade of "A" in both courses. Only through building a solid and creative foundation in developmental learning was I able to transition to and be successful in higher-level, for-credit courses. I have also successfully completed the developmental course Math 032 with an "A." Returning to school after more than twenty years and attempting a mathematics course was extremely stressful, but developmental education helped me realize I am able to be successful, and participating in Math 032 allowed me to transition into Math 101 with a basic understanding of algebra. Developmentally learning has truly been the biggest factor in my successful career in college. I am currently in the process of completing the developmental learning portion of my journey. The instructors and experiences in developmental learning have truly touched my heart, and I am forever grateful. I believe with all my heart it would be a huge mistake to eliminate developmental learning at public colleges in the state of South Carolina.



Join us for great presentations and conversations about developmental education. The McCabe Conference is named in honor of the late Dr. Bob McCabe, one of the original modern advocates of and researchers in developmental education.

The 4th Annual McCabe Conference will be held on June 28th at Amarillo College in Amarillo, Texas. This one day conference will begin with registration and breakfast at 8:00 a.m. and end at 4:20 p.m. Lunch is also included. The cost is \$100 and registration is via the link below. If a group registration is needed, email acook@thenoss.org. The registration rate will increase on June 22nd to \$150.

The event is co-sponsored by NOSS and Amarillo College. We hope to see you there!

To register for the McCabe Conference, [click here.](#)

To submit a proposal for the McCabe Conference, [click here.](#)

To sign up as a sponsor/exhibitor, [click here.](#)



Loved what you saw at the 2019 conference?

CHECK OUT PRESENTER MATERIALS

from the 2019 conference, which have been posted on
the NOSS website under Members Only.



HEY NOSS MEMBERS, WANT
ANOTHER GREAT RESOURCE?

CHECK OUT THE J-CASP JOURNAL

A BI-ANNUAL DOUBLE-MASKED, PEER-
REVIEWED SCHOLARLY JOURNAL RELEVANT TO
TEXAS DEVELOPMENTAL EDUCATION AND
LEARNING ASSISTANCE PROFESSIONALS, NOW
LINKED TO THE NOSS WEBSITE

[Click this link to access the most recent copy of the J-CASP Journal](#)

NYCLSA Hub 1 Event
MOVING DEVELOPMENTAL EDUCATION
FORWARD: WORKSHOP on
CO-REQUISITE MODELS

Presenter: Peter Adams

originator of Accelerated Learning Program <http://peteradamsalp.com/>

Friday, April 26, 2019

9:00 am-3:00 pm

Genesee Community College

One College Road, Batavia, NY 14020

NYCLSA members from all New York State hubs as well as developmental educators from other regions are invited to attend.

Optional tour of Genesee Community College will be available afterward.

**Cost: \$50, includes morning coffee, pastries & fruit, lunch,
and a one-year membership to NYCLSA.**

Reservations by Friday, April 19.

Make checks out to "NYCLSA" and mail to Sharon Green, Niagara University,
Academic Success Center, Seton Hall, Niagara University, NY 14109.

For more information, contact Julie Jackson Coe at JJCoe@genesee.edu; Medea
Rambish at mrambish@monroecc.edu; or Sharon Green at sgreen@niagara.edu.



26TH FACE ANNUAL CONFERENCE 3-5 JULY 2019

Delivering the Public Good of Higher Education – Widening Participation,
Place and Lifelong Learning

Deadline for Early Bird Registration EXTENDED
Register at: www.conference.face.ac.uk

**Sheffield
Hallam
University**



FACE
Forum for Access
and Continuing Education

Your invitation to attend the 2019 FACE Annual Conference

We are delighted to invite you to register for the 26th FACE Annual Conference. This year the conference will be hosted by **Sheffield Hallam University** from the **3rd–5th July**. FACE conferences are special occasions and are the premier networking event of the year.

The Early Bird registration is now open and will close on the **17th May 2019!**
The conference website has all the information you need including:
Special deals for delegates on accommodation, travel and much more
Working and Social programme information
Civic reception and Gala dinner details

More information on the conference and how to book can be found on the [website](#). Please keep your eye on the site as we will update the conference content and programme as it progresses.

See you in Sheffield!

For bookings and further information, please visit: www.conference.face.ac.uk

For any queries, please contact: eventservices@shu.ac.uk



Meet one of our newest NOSS members, Rhonda Kavan!

She is from Tennessee State University and is a Writing Center Coordinator who also teaches learning support writing. She is interested in writing center research, English/Writing research (particularly in the area of learning support), and research on HBCUs. A fun fact about Rhonda is that she has Corgis and thinks they are a fun dog breed!

Welcome to NOSS, Rhonda!



UPCOMING

calendar events

April

March 31-April 2--PADE Conference

April 5--DEAM Conference

April 12--INADE Conference

April 12--Guided Pathways Webinar with Dr. Robin Ozz

April 26--NYCLSA Hub 1 Event

May

May 8--Best Practices on Teaching a Theoretical and Research-Based Study
Strategy Course with Dr. Russell Hodges and Dr. Taylor Acee

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