New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

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| **Title of Proposal** | **ESOL Corequisite Course for English 1101** |
| **Date** | **12/04/18** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **Lubie G Alatriste** |
| **Department** | **English/ESOL** |
| **Date of Departmental Meeting in which proposal was approved** | **December 6, 2018** |
| **Department Chair Name** | **Nina Bannett** |
| **Department Chair Signature and Date** | **C:\Users\nbannett\Documents\electronic signature.bmp**  **January 7, 2019** |
| **Academic Dean Name** | **Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **1/27/19** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | In order to comply with a Spring 2018 mandate from (then) CUNY Vice Chancellor Vita Rabinowitz regarding the reformulation of Developmental Reading, Writing, and ESOL courses into corequisite courses offered alongside English 1101, the English Department is revising its ESOL course offerings, with full implementation planned for Spring 2020/Fall 2021. In preparation, the English Department proposes to pilot one combined ESOL developmental reading and writing corequisite English course tentatively numbered ENG 1101CO/EAP 101. This is *one of the alternative paths to the \*ESOL reading/writing sequences (EL 031/EL032)* that may allow students to take credit bearing courses earlier and to graduate in a shorter period of time.    **ENG 1101CO/English for Academic Purposes EAP 101**  will offer three additional classroom hours and one obligatory lab hour to support students who would be placed in third level ESOL reading and/or writing, according to incoming assessment. Three hours of required weekly learning support via tutoring will be built into the support structure.  **Prerequisite**: 52-55 on the CUNY Assessment Test in Writing, and a 52-54 on the ACCUPLACER reading test; or “S” in EL021W without writing proficiency; “S” in 022R without reading proficiency. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | A Spring 2018 memo from (then) Vice Chancellor Rabinowitz details CUNY’s Strong Start to Finish grant, which aims to accelerate student progress to their chosen programs of study and credit-bearing coursework. One suggestion is to increase the number of co-requisites taken with ESOL (or developmental courses). Accordingly, CUNY is phasing out upper-level stand-alone developmental reading, writing, and ESOL classes, in favor of ENG 1101 with additional academic support hours (or other types of content co-requisites). Students who place into upper-level ESOL Reading or Writing (i.e., EL 032R & 031W) will now take ENG 1101, plus a corequisite that encompasses both reading and writing.  The proposed corequisite is expected to have a positive impact on students’ a) retention and graduation rate; b) time to graduation; and c) financial aid. It is predicted that concentrated extended weekly hours of language and general education instruction will create the ‘intensive language immersion environment’ and thus have positive effects on students’ learning, knowledge and skills development. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Initial submission |

NEW COURSE PROPOSAL FORM

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| **Course Title** | Corequisite Course for English 1101 Composition I |
| **Proposal Date** | 12/4/18 |
| **Proposer’s Name** | Lubie G. Alatriste |
| **Course Number** | (English for Academic Purposes) EAP 101 CO |
| **Course Credits, Hours** | 3 hours plus 1 hour required online lab instruction |
| **Course Pre / Corequisites** | 52-55 on the CUNY Assessment Test in Writing, and/or 52-54 on the ACCUPLACER Reading Test; and/or “S” in 021W without writing proficiency or “S” in 022R without reading proficiency; **concurrent enrollment in LNG 1100**. |
| **Catalog Course Description** | ENG 1101CO offers three additional classroom hours to support students who would usually be placed in ESOL developmental reading and/or writing, according to incoming assessment (third level, EL 031W/EL032R). The corequisites focus on active learning, scaffolded approaches to writing assignments, strategies for building sophisticated college level vocabulary, rhetorical awareness of multiple genres, critical reading skills of diverse genres, appropriate language use in context (including communicative competence in syntax and grammar), and positive habits for collegiate success including note taking, presentation skills, oral communication and strong study skills.  **Concurrent enrollment in LNG 1100, 3cr:**  This requirement is planned in order to support further engagement with texts that provide multicultural and US perspective on language and communication. The reading in this course will contribute to growing reading comprehension by engaging in different text analysis, synthesis and application. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | To provide an accelerated track for students to receive instruction in ESOL reading and writing and to provide parallel vital language and linguistics support for student success in the English 1101 Composition 1 course. |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | LaGuardia Community College: ENA 101 (3-hour writing corequisite) taken alongside ENG 101. Students must be reading proficient. 22 students in English 101; 10 students in co-req.  Hostos Community College: Separate Writing and Reading Corequisites offered alongside Composition 1: ENG 101 (2-hour writing co-req) and ENG 102 (2-hour reading co-req) |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | English Composition Required Core |
| **For Interdisciplinary Courses:**   * Date submitted to ID Committee for review * Date ID recommendation received   - Will all sections be offered as ID? Y/N | N/A |
| **Intent to Submit as a Writing Intensive Course** | N/A |

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

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| **1** | **Title of proposal**  English 1101 /EAP 101 Corequisite | **Department/Program**  English |
|  | **Proposed by** (include email & phone Lubie Grujicic-Alatriste  [lalatriste@citytech.cuny.edu](mailto:lalatriste@citytech.cuny.edu) | **Expected date course(s) will be offered:** Fall 2019 Pilot  **# of students: projected** 20-30 |

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| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**  For this pilot, the students will use the following textbook:  *America Now: Short Readings from Recent Periodicals* |

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| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**  Additional library faculty resources are requested to provide the most recently published books in the area of college multilingual issues and teacher education, with global citizen perspectives.  *-Understanding Language Use in the Classroom: Including Teaching Materials for College Students,* Behrens, S. 2018  *- Developing Intercultural Perspective on Language Use,* Troy McConachy  *- The Multilingual Citizen: Towards a Politics of Language for Agency and Change,* Lim et.al.  *- The Multilingual Reality: Living with Languages,* Mohanty, A. K. |

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| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Students will receive the library orientation that ENG 1101 offers. |

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| **5** | **Library Faculty Subject Specialist: Anne Leonard**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations**  This corequisite course presents an opportunity to extend the ENG 1101 library instruction session with online tutorials, research guides, and other content to reinforce the library lesson. I look forward to working with classroom instructors and the course coordinator on this.  **Date 10/10/2018** |

**NEW COURSE PROPOSAL CHECK LIST**

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| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| * CUNY – Course Equivalencies | x |
| Completed [Library Resources and Information Literacy Form](https://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form-rev3F16.doc) | x |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X  n/a |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc.) | x |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | n/a |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | n/a |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | n/a |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | x |
| How does this course support Programmatic Learning Outcomes? | n/a |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | n/a |
| Interdisciplinary Committee Recommendation (if applicable and if received)\*  \*Recommendation must be received before consideration by full Curriculum Committee | n/a |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | n/a |
| Writing Intensive Form if course is intended to be a WIC (under development) | n/a |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | n/a |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | X |
| Established Timeline for Curricular Experiment | X |

**COURSE OUTLINE**

**ENG 1101 CO: English Composition I Corequisite /EAP 101 (3 hours, 1 hour lab)**

**Prerequisites**

52-55 on the CUNY Assessment Test in Writing, and 52-54 on the ACCUPLACER Reading Test; S in 021W without writing proficiency; S in 022R without reading proficiency.

**Course Description**

ENG 1101/EAP CO offers additional or parallel, well-coordinated, meaningful instruction for reading and writing required in English 1101 along with an emphasis on language enhancement. The corequisite focuses on reading comprehension; critical thinking; the structured writing process; rhetorical awareness, writing in diverse genres, grammar, mechanic and cross-cultural rhetoric and communication; listening and spoken communicative competence via lab hour; and online support via additional language and grammar instruction.

**Grade Policy and Procedure**

English 1101 /EAP 101 CO will be assessed separately, as Pass/Fail. Students will need to earn an overall 70% in order to earn a Pass. (This means EAP 101 3 hour coreq and the lab hour will be assessed using multiple measures.)

Linguistic Competence: 20%

Cross-cultural rhetorical awareness: 20%

Online resources use and social media use: 10%

Peer- and self-assessment activities and competence: 10%

Lab hour class work 20%;

Online homework activities 10%

Study skills: 10%

**New York City College of Technology Policy on Academic Integrity**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Required Texts / Library resources and bibliography**

***America Now: Short Readings from Recent Periodicals, 9th ed;*** edited by Robert Atwan, Bedford/St/Martin’s: Boston/New York, 2011.

**Topics (from the textbook, supplemental readings, and online resources)**

1. Paths to Success and Personal Happiness

2. Cross-cultural Norms and Values

3. The “Ethnics” and Ethics of Food

4. Migration, Immigration, and Identity

5. Schooling, Public and Private Spaces

6. Gender Roles, Marriage and Family

7. Safety and Security in Public and Private Spaces

8. Social (in) Action and Civics

9. Technology, Jobs and Shifting Working Space

10. Social Networks and Digital Platforms

11. Environmentalism and Science versus the Other: Saving the Planet

12. Global Initiatives and Partnerships

14. Sciences, genetics and the future of humanity?

15. The Discourse of Change: The Role of Language

**ENG 1101** Corequisite **Learning Outcomes/Assessment**

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| **Learning Objectives/Outcomes** | **How Objective Will be Assessed** |
| 1.Expand linguistic repertoire of grammatical and lexical means, including expanding sophisticated vocabulary, higher level idiomatic structures, more complex sentence types, variety of subordinating clause use, transitionals, and paragraph cohesive devices. | Written assignments, quizzes, oral presentations, teach-others activities, and specially targeted assignments for individual language and learning needs. |
| 1. 2. Develop an understanding of varied linguistic and cultural tools that are used to build textual meaning. | Frequent and varied reading assignments with guided reading sheets, comprehension assessment, and writing assignments that focuses on cross-linguistic and cross-cultural analysis. |
| 3. Develop competency in using varied online resources, social media, and technology. | Projects (group or individual) that would demonstrate successful navigation of online resources, web and social media: gathering information, evaluating online sources and using computer programs to draft projects that include embedded links, graphs, charts, video and audio clips and website links. |
| 1. 4. Evaluate one’s own writing progress by engaging in self- and peer-evaluation of writing at various drafting stages. | Participate in group discussions of self and peer evaluation sheets; collaborative activities that allow for self and teacher assessment of genre knowledge, standard writing conventions, writing processes and final published products such as ‘whole class booklet’ (part of Portfolio) |
| 5.Develop skills that will enable students to become an independent learner, writer, reader and thinker. | Students will engage in activities that will foster independent thinking, ability to work on one’s own; develop skills to sustain individual work on projects, independent search for information; critical independent evaluation of learning sources and class work. Assessment will include formal and informal checklists, learning guides, reflection on own learning strategies, and assessing progress more formally by completing a self-evaluation of achievement report (at certain points during the semester). |

**Class Schedule**

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|  | Reading | Writing |
| Week 1 | Introduction I Introduction to the course, textbook, syllabus, portfolio expectation, and reading software; discussion of relationship between reading & writing; reading/writing diagnostics | |
| Week 2 | Vocabulary Development: Context clues, morphological clues, use of dictionary | Annotation  Use of vocabulary: sentence-writing, parts of speech, sentence structure |
| Week 3 | Identifying main ideas vs. supporting details; Paraphrasing; Vocabulary development | Annotation; Summary;  Discussion of rhetorical modes (narration, comparison/contrast, persuasion); Grammar Instruction |
| Week 4 | Comprehensi Main ideas vs. supporting details; Making logical inferences; Paraphrasing | Rhetorical modes continued; Understanding components of an essay (intro, body, conclusion); Formatting  Pre-writing strategies; Organizing ideas  I Intro to |
| Week 5 | Essay 1 (Narration) Drafting Workshop | Essay 1 (Narration) Drafting Workshop |
| Week 6 | Writing as s Writing as a structured process: proofreading, revising, and editing | Essay 1 workshop (revision practices and peer review). Grammatical instruction |
| Week 7 | Analytical Strategies: Identifying patterns of organization; Analyzing relationships between ideas; Recognizing rhetorical modes | Transitions/ Grammar instruction  Discussion of Essay 2 (Comparison/Contrast) |
| Week 8 | Analytical strAnalytical Strategies: Critical Reading: evaluate argument and specific claims in a text and examine their reasoning/ supporting evidence  D  Ess | Use of transitions in Argumentation: thesis statements; topic sentences; claims |
| Week 9 | Critical reading: Analyze multiple texts addressing similar themes or topics; evaluate/ compare the authors’ points of view and approaches. | DevelopmenDevelopment: Body paragraphs; use of evidence to support ideas; source  integration, including quotation |
| Week 10 | Identify quotations that demonstrate similar/different viewpoints/approaches;  Essay 2 Drafting Workshop | Development: Body paragraphs; use of evidence to support ideas; source  integration, including quotations; Essay 2 Drafting Workshop |
| Week 11 | Essay 2 workshop (revision practices and peer review). Grammatical instruction | |
| Week 12 | Identify author’s tone, style, purpose, and point of view in texts from various content areas. | Discussion of Essay 3. Elements of research: source location and evaluation; Documentation.  Grammatical instruction |
| Week 13 | Elements of research: appropriate citation. Essay 3 Drafting Workshop. | |
| Week 14 | Essay 3 workshop (revision practices and peer review) | |
| Week 15 | Reflections on final research project. Course conclusion. Class portfolio due | |

**Course Needs Assessment**

In a typical semester, there are 15-20 students enrolled in upper-level (EL 031) ESOL writing, and 8-15 students enrolled in upper-level ESOL reading. In the last four semesters, the pass rate of EL031W has fluctuated between 46%-55%, while the pass rate of EL 032R has ranged from 62-76%. Some students place into both these developmental courses before advancing to English 1101 and other credit-bearing courses at the college. We anticipate that approximately 20 continuing students will be eligible to take this corequisite course in Fall 2019 (not counting possible incoming freshmen).

It should also be noted that because some students fail their first attempt taking these ESOL reading and writing courses, they (students) require winter or summer intervention through the USIP program, or repeating the course during the following semester. Those students who take all of the ESOL courses in the three level sequence twice may use up valuable financial aid before advancing to credit-bearing courses. The integrated ESOL writing/reading corequisite course would alleviate the financial burden on students and allow them to accrue credits much earlier in their college careers.

## Course Design and Structure

The 3-hour corequisite will be taught by the same professor teaching the associated 1101 section. The 1-hour lab can be taught by the same or separate ESOL instructor, or the ESOL writing lab instructor.

In order to maximize student-centered individual instruction, we ask to restrict the English 1101 to 20 and associated corequisite class size to 10 students. We have designed the lab hour portion of the course to take place in a computer lab, offering students the chance to use reading software and actively work on reading and writing assignments.

## Pedagogical Strategies and Instructional Design

The course will focus on providing the relevant language and linguistic education that would help meet the reading and writing demands of English 1101 Composition 1, a course which all City Tech students take. Currently there are two full-time and 2 part-time faculty members who would be qualified to teach this course, pending appropriate professional development. Instructors teaching the corequisite sections will offer support and instruction in reading and writing, delivered through lectures, group work, use of technology and digital platforms, high-impact practices, student peer and self editing exercises, and self-regulated learning methodology. There will be no online or partially online course sections offered.

**Supports**

A) Intensive supplemental instruction via structured, after-class sessions

Because we are decreasing the number of instructional hours devoted to developmental reading and writing (each stand-alone course is 3 hours totaling 6, now reduced to half that – 3 hours), we must ensure that students enrolled in the English 1101 corequisite receive ample academic support. We believe that embedded reading and writing tutors would positively augment classroom instruction. We ask for block course planning so that tutoring can be built into the program. ENG 1101 would meet three times per week, followed by the CO; after the EAP 101 CO, students will take one hour of targeted, specialized tutoring in small groups of 3 with three tutors, delivered by ESOL Language and Writing Lab tutors (via CUE funding).

B) **English Department Writing Center for Multilingual Writers**

We also want to use this opportunity to advocate for a stand-alone inclusive Writing Center for multilingual writers run by the ENG department. More than forty percent of the students in ENG department are second/and or foreign language writers, and another 10-20 percent identify as heritage writers or resident writers. It is unclear why a department that serves more non-native than native writers does not have a multilingual writing center and one that focuses on the needs of multilingual writers and culturally diverse students. As City Tech moves forward with remediation reform, the college needs to provide the appropriate infrastructure to support student needs. A Writing Hub for Multilingual Writers would not only serve these deserving students, but all English 1101 students, as well as student writing across the curriculum.

## Plan and Process for Evaluation

In Fall 2019, we plan to pilot one co-requisite section (possibly two). In Spring 2020, based on the data obtained from the Fall 2019 sections, we will revise or confirm the pilot, or make other appropriate decisions, all based on the data collected and analyzed. During that time we will draft the proposal for the permanent course, or additional co-requisites drawn from credit courses, whichever is better suited to ESOL students’ success, with the offering structure revised as needed. Besides the learning outcome assessment, we will examine passing rates in the ENG 1101CO; solicit faculty feedback, and student self-assessment of the course success and outcomes. In addition, we will confer with CUNY ESL DC and other expert outside bodies to determine the best path forward.

Historically, upper-level ESOL (and developmental) reading and writing courses have served as gateways to English 1101, which, in turn, serve as a pre-requisite for many courses at the college. ESOL courses have also historically been offering the necessary educational help for both language and general knowledge acquisition prior to taking ENG 1101 and other courses, bridging the gaps between foreign high school education and USA college requirements, or filling the gap between (inadequate) obtained high school education in USA and college requirements of recent immigrant students of multilingual backgrounds. It is important to note that ENG 1101 standards will not be lowered for students enrolled in the 1101-CO; the level of instruction and exit requirements will be identical to mainstream ENG 1101. Implementing this integrated reading and writing corequisite is likely to provide intensified meaningful language input and instruction, and increase retention and graduation rates, thus allowing students to move forward with their collegiate aspirations more successfully.

NOTES

1. The following list below are some of the resources used in preparation for the proposal as well as the main position statements by the TESOL International (Teaching English to Speakers of Other Languages) most notable and influential organization of the kind; and CATESOL (California TESOL as a TESOL International Affiliate).

2. There seems to be almost no guidance for ESL acceleration. In my search I found only one Power Point. See attached.

3. The Acceleration Movement and College Completion movement are completely silent on how to design courses for multilingual writers. Only English courses are mentioned. This could be indicating two things: a) either the open field of design based on individual colleges and universities (as recommended by David Crooke and Vita Rabinowitz), or b) the pushback from the field of second and multilingual writing, as evidenced by recent publications, particularly from University of Georgia College of Education, Linda Harklau, Todd Reucker (University of New Mexico), and other notable scholars in the field.

**Resources Consulted or Cited**

ESOL is not Developmental or Remedial:

<http://www.tesol.org/about-tesol/press-room/position-statements/higher-education-position-statements>

<http://www.tesol.org/docs/pdf/13489.pdf?sfvrsn=0>

CCCC (Council for College Composition and Communication): Position Statement on Second Language Writing, Teaching and Policy in Higher Education

<http://cccc.ncte.org/cccc/resources/positions/secondlangwriting>

On Accelerated ESL – response to the “Acceleration Law Implementation, the so-called AB-705)

<https://www.catesol.org/single-post/2017/05/01/CATESOL-Position-Statement-AB-705>

CompletecollegeaAmerica.org (CUNY follows this philosophy also CUNY Start, see PPs from CUNY included on this website)

<https://files.eric.ed.gov/fulltext/ED392039.pdf>

http://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf

<https://www.aacu.org/publications-research/periodicals/accelerated-learning-what>