ENROLLMENT IN ALP COURSES
Students who are required to take developmental classes due to placement test scores may enroll in ALP courses. They will enroll concurrently in the appropriate college credit course.

ENGLISH & READING
Enrollment in the ALP classes is by permission of one of the following English faculty members:

- Beverly Montgomery, TCN 206-B
- Mary Kathryn Treglown, TCN 206-E
- Gina Teel, TCN 206-A
- Rachel Scott, TCN 206-C

MATH
As long as the student’s ACT or COMPASS score places him or her in Elementary Algebra, the student can sign up for either of these courses. Also, students who passed Fundamentals of Math can sign up for these courses. No special signatures are required.

FOR MORE INFORMATION
Beverly Montgomery  (870) 543-5928
Mary Kathryn Treglown  (870) 543-5944
Gina Teel   (870) 543-5961
Rachel Scott  (870) 543-5971

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ACCELERATED LEARNING PROGRAM (ALP)

SEARK College offers alternative delivery methods of Developmental English, math and reading courses to give students the opportunity to take developmental courses based on concurrent enrollment (taking two courses): A Developmental education course and an upper-level educational course can be taken in the same semester; modular or fast track course.

The ALP was designed to help students who are required to take developmental courses to complete these courses, and at the same time, successfully complete a related college credit course. Colleges using this program have significantly increased the success rate and decreased the drop-out rate for students placed in developmental courses.

Students enroll in the required developmental course and concurrently enroll in a college credit course in a related subject area, such as Fundamentals of Writing and English Composition I for English.

Students in DEVELOPMENTAL READING and ENGLISH may take ALP Fundamentals of Writing and ALP English Composition I. These two courses may be taken in the same semester as ENGL 1393 ALP English Composition I, and students who need Basic English ENGL 1013 and READ 1213 Developmental Reading, may enroll in the INTEGRATED READING AND WRITING COURSE which would give students credit for both the Basic English and Developmental Reading.

READ 1213 MOD Developmental Reading 3 Cr. (3 Lec.) (Prerequisite: Placement of an ACT score below 19 or a COMPASS score below 82.) This is a 16-week course that allows students to work in a computer lab setting to complete the requirements for Developmental Reading. The industrious student may work additional modules and gain the ability to test

READ 1393 IRW Integrated Developmental Reading & Writing 3 Cr. (3 Lec.) (Prerequisite: Placement of an ACT score below 19 or a COMPASS score below 82.) This 16-week course integrates both reading and writing skills. The purpose is to allow developmental students the ability to enhance their reading, vocabulary, and writing skills as they learn to write a well-developed essay based on the readings. A grade of "C" or better is required.

For students in DEVELOPMENTAL MATH, there are two options to complete the requirements for Elementary and Intermediate Algebra, in one semester.

Fast Track
This is an eight-week “fast track” course option, in which, MATH 1013-FT (Elementary Algebra) and MATH 1023-FT (Intermediate Algebra) are done in succession. Students register for both courses. The classes meet Monday through Thursday.

Online Math Lab Model
This model is an online, self-paced tutorial class with required lab hours. Student who master all assigned modules pass MATH 1013 Elementary Algebra, and students will be exempted from MATH 1023 Intermediate Algebra, if additional modules are successfully completed within the semester.

This structure enables the developmental students to immediately put the skills they are learning to work and earn credits toward graduation.

REDESIGN SUCCESS

*The standard Intermediate Algebra class had an exit rate of 16% and a failure rate of 52% in the 2009 Fall Semester. Beginning with the 2011 Fall Semester, the Redesign option was implemented, and the results showed a significant increase in exit and pass rates, as well as a decrease in the failure rate.

SUCCESSFUL FEATURES

- ALP students are mainstreamed into courses for which they can receive college credit.
- ALP students are part of a cohort of twelve students and one instructor who spend five hours a week together.
- College-level courses serve as a meaningful context for what they are learning in the developmental course.
- Class size is small, changing the instructional environment.
- Current enrollment shortens the time for receiving credits toward graduation.
- In the college-level courses, ALP students work with students who are stronger writers and can serve as role models.
- ALP instructors strive to help ALP students develop successful behaviors.
- ALP instructors consciously pay attention to issues from outside the college that may have a negative impact on ALP students.

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