

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT ENGLISH DATE 9/21/15

Title of Course or Degree: Accelerated Academic ESL

Change(s) Initiated: (Please check)

ESI 101/102

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/21/15 Signature, Committee Chairperson: Rachel Shava

Signature, Department Chairperson: Ellen Serretti

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

1/1/19

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**Kingsborough Community College
City University of New York**

CURRICULUM PROPOSAL

1. English Department, ESL 101/102: Accelerated Academic ESL
2. No. This is an ESL/Developmental English course.
3. Non-transferrable course
4. This is a two-semester Learning Community course, beginning in the fall and continuing in the spring, open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. During Semester 1 (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During Semester 2 (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing.
5. Semester 1: 8 hours of classroom time; 2 hours of tutoring lab time
Semester 2: 8 hours of classroom time; 2 hours of tutoring lab time
6. Semester 1: 10 equated credits
Semester 2: 10 equated credits

ESL 101

7. A. Prerequisites: ESL Student Group and CUNY Assessment Scores: CATW 22 to 47 and any ACT Reading score or Department Permission
- B. Corequisites: ENG 1050 and ESL Learning Communities associated courses
- C. Pre/Co-requisites: NONE

ESL 102

- A. Prerequisites: ESL 101
- B. Corequisites: ESL Learning Communities associated courses
- C. Pre/Co-requisites: NONE

The ESL 101/102 course was designed with the above courses as co-requisites, however the specific configuration of coursework for a given link is subject to change based on courses made available to ESL Learning Communities by participating academic departments.

8. A. Since being piloted in 2012-2013, the ESL 8201 course has enrolled 143 students over two semesters. There are currently 115 students enrolled for the 2015-2016 year.

B. Projected enrollment: 115 students annually

C. Class limits: 23 students

D. Frequency of offering: Each fall through each spring semester

E. The role of this two-semester, interlevelled ESL course is to meet the literacy needs of Kingsborough's linguistically and educationally mixed heterogeneous student population, thereby promoting students' readiness for college-level reading and writing across the curriculum, acceleration through the developmental English sequence, and continued studies at the College. The ESL 101/102 (8201) course links with a number of other classes and support services, reflecting the College's commitment to Learning Communities as a model for student success. Academic departments housing linked coursework that meet a general education/CUNY core category include: 1) Communications and Performing Arts, 2) Behavioral Sciences and Human Services, and 3) History, Philosophy and Political Science. The Student Development 10 course offered through the Office of Student Services further assists in students' academic, cultural, and linguistic transition to the College, and provides information literacy through collaboration with library faculty. The tutoring lab component ("Reading Lab") at the Center for Academic Writing Success (CAWS), enhances students' extensive and fluent reading as students choose their own level-appropriate books to read, write about, and discuss with tutors and peers, and receive one-on-one assistance with their Learning Community assignments.

Prior to this two-semester ESL 101/102 (8201) course offering, ESL coursework in one-semester learning communities required that students complete writing portfolios containing reading-based, academic essays, and take departmental reading exams requiring analysis, synthesis, and vocabulary knowledge at each level (ESL 07, 09, and 91). These complex and wide-ranging demands being placed on students in a 12-week semester led to the need for large numbers of students to repeat ESL courses, often multiple times. Increasingly, students needing to repeat ESL courses were running out of financial aid without having completed the developmental English sequence. This two-semester ESL course has eliminated the "Repeater" phenomenon, decreasing impact on financial aid while providing developmentally appropriate and supportive language and literacy work within an extended Learning Community.

Over the three years the ESL 8201 course has been running, enhanced student literacies and language acquisition have been demonstrated by nearly half of ESL learning community participants' (49.1%) exceeded pace through their developmental coursework. In the 2014-2015 year, more than a quarter of participants (26.3%) passed both ACT Reading and CATW Writing exams upon Program completion, placing them directly into the credit-bearing freshman composition course, English 12. The three-year retention/transfer/graduation rate for students who completed the Program in its 2012-2013 inaugural year is 78.6%. Five students have transferred to a four-year CUNY college; four have graduated from Kingsborough.

9. Not applicable

10. Not applicable

11. There are no textbooks. At least one full-length work, fiction or non-fiction, is assigned in each semester; the reading of a full-length play is also recommended in coordination with the Speech 11 course. Sample texts have included: *Wouldn't Take Nothing for My Journey Now*, by Maya Angelou, *Sputnik Sweetheart*, by Haruki Murakami, *Girl with a Pearl Earring*, by Tracy Chevalier, *Brighton Beach Memoirs*, by Neil Simon, and *Wit*, by Margaret Edson. In addition to

teacher-selected readings, students are provided with choices of authentic literature—mostly young adult texts—to read independently for a minimum of 30 minutes daily in the Reading Lab and at home. Popular Reading Lab selections have included *The Hunger Games* series, by Suzanne Collins, the *Divergent* series, by Veronica Roth, and *How to Succeed in College (While Really Trying)*, by Jon B. Gould. Students are also given choices of readings in digital modalities to serve as models for their own digital storytelling project, found on the Storycenter website: <http://www.storycenter.org/>

12. This course does not fulfill major requirements.
13. The course is only open to all incoming students with an ESL designation scoring 22 to 47 on the City University Writing Assessment Test (CATW), with any CUNY Assessment Test in Reading (ACT) score.
14. Students will acquire fluency, clarity, and correctness in reading and writing. Students will be able to comprehend and analyze a range of genres including expository and academic texts. By the end of the two-semester experience, students will be able to write academic essays based on readings, as well as persuasive and experiential compositions. Students will know how to produce their own digital stories using technology.
15. Grounded in sociocultural theories of learning, this course draws upon dynamic pedagogical approaches aimed towards students representing all ESL levels with a range of reading, writing, speaking, and listening abilities. The pedagogical focus in this course is participatory learning, involving in-class discussions, pair and group assignments, including peer review, dialogues on blackboard sites, individual conferences with instructors, and narrative sharing.
16. During Semester 1 (ESL 101), assignments focus on reading, both extensive and intensive, low-stakes writing, and media literacy. Activities of focus include freewriting, vocabulary building, keeping reading journals, reading texts in a variety of genres (e.g., newspaper articles, textbooks, novels, plays), responding to texts in a variety of genres and voices (e.g., essay writing, letter writing, narrative writing, writing that embodies a particular character or author), and work that demonstrates a growing awareness of academic writing conventions and practices (e.g., essay organization, writing in drafts, summarizing, paraphrasing, quoting). The digital storytelling project, created throughout the first semester, is shared and evaluated across learning community coursework, incorporating conceptual content from the Psychology, Sociology, History, or Health Education class, and produced in collaboration with Speech 11 and ENG 1050 (8201).
 During Semester 2, (ESL 102) assignments build more expressly towards formal academic reading and writing practices. Drafted text-based assignments, linked with the Speech 21 course, focus more intentionally on students' abilities to state and argue an idea, and to provide evidence, cogently and analytically, to support their thesis. Texts brought into the classroom are read with an emphasis on students' academic reading abilities—e.g., to respond to comprehension questions, to discriminate between main ideas and supporting details, and to make inferences.

17. To promote student success, the evaluation of learning is a low stakes Pass/Fail grade in Semester 1. In order to pass the course, students are expected to produce a body of a minimum of three drafted works, at least one of which is in a digital format. Students who enter the course having not yet passed the CUNY Reading assessment additionally take this exam at the end of the first semester, allowing them the opportunity to progress towards credit-bearing English coursework and also to gain entry into required developmental Math courses.

At the end of Semester 2, students produce a minimum of three additional drafted works, and are again given the opportunity to retake the CUNY Reading assessment, as well as the CUNY Writing assessment. Based on these results, students are placed appropriately in subsequent English Department coursework.

At the end of the first semester, instructors may identify exceptionally excelling students they believe are ready to move out of the Developmental English sequence and into credit-bearing English coursework. While there have not yet been student cases such as these in the Learning Community program linked with ESL 8201, the protocol for such referrals is as follows. Evaluations of exceptional student cases will first take place among Learning Community faculty based on the outcomes of the shared digital storytelling project, which includes evidence of students' reading, writing, and speaking abilities, and their analysis of shared thematic content. Upon joint faculty approval, the student work will be presented to the ESL Program directors. If a second opinion is required, Developmental English directors will be consulted. For a third opinion, Kingsborough's Chief Reader will view the work, and a final determination will be made about a student's potential readiness for early CATW retesting.

18. In addition to the topics, learning activities, and assignments noted in 15, 16, and 17 above, important themes and topics in linked coursework are woven throughout the ESL 101/102 (8201) experience, including in the following ways: practicing academic reading strategies by reading excerpts from the Psychology, Sociology, History, or Health textbook, applying a key concept from another class to a character's experience in an ESL course text for a drafted writing assignment, reflecting on the process of conducting a language research task in ENG 1050 (8201), discussing the meaning of "diversity" as studied in the Student Development 10 class, and attending to other students' non-verbal communication skills—a topic of study in Speech 11.

19. Selected bibliography and source materials:

Atwell, N. (2007). *The reading zone: Helping kids become skilled, passionate, habitual, critical readers*. New York: Scholastic.

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

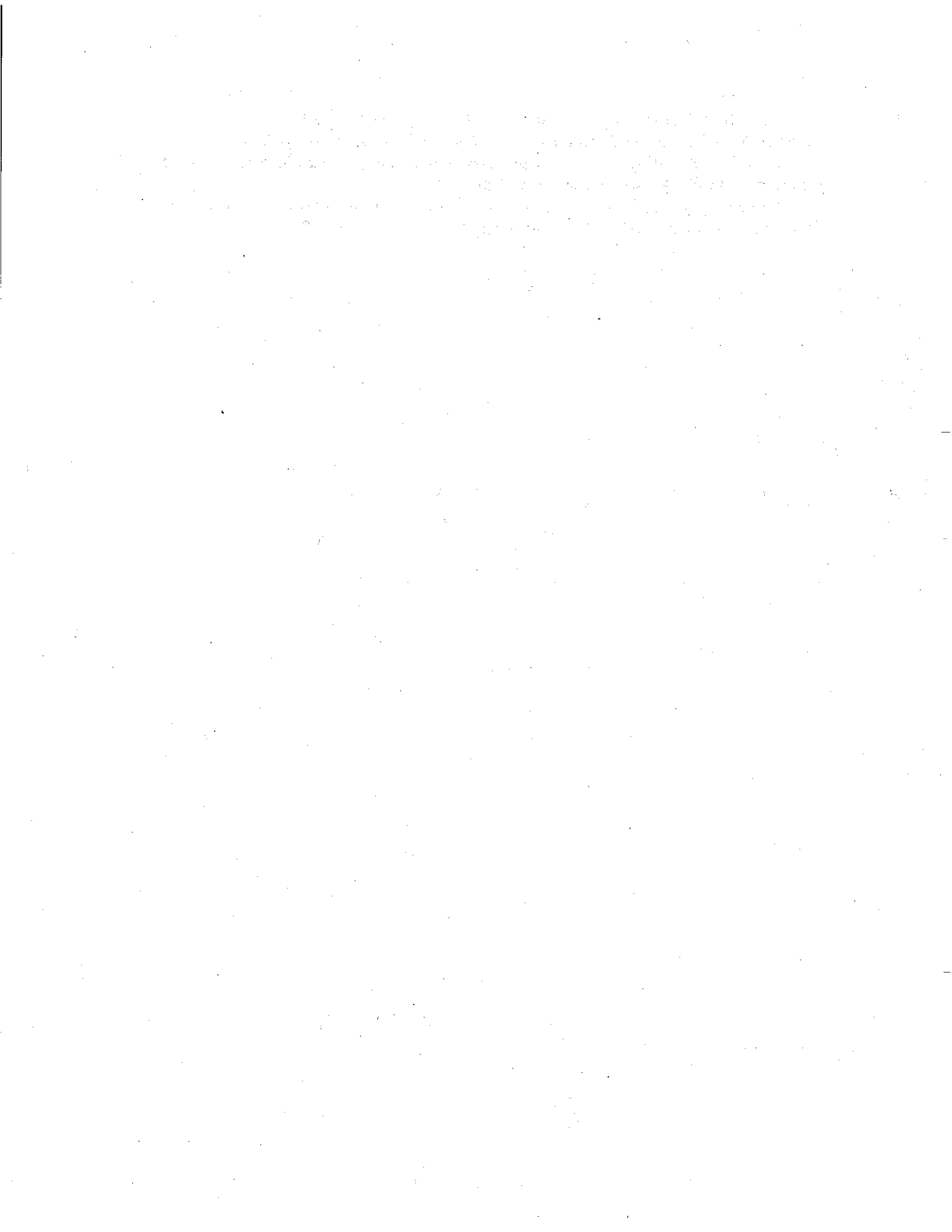
Grabe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.

Grubb, W. N. (1999). *Honored but invisible: An inside look at teaching in community colleges*. New York: Routledge.

Kramsch, C. (2009). *The multilingual subject*. New York: Oxford University Press.

Malnarich, G., Pettitt, M. A., & Mino, J. (2014). Washington Center's online student survey validation study: Surfacing students' individual and collective understanding of their learning community experiences. *Learning Communities Research and Practice*, 2(1), Article 1. Available at: <http://washingtoncenter.evergreen.edu/lcrpjournal/vol2/iss1/1>

- Smith, B. L., MacGregor, J., Matthews, R., & Gabelnick, F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco: Jossey-Bass.
- van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Boston: Kluwer Academic Publishers.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological Processes*. Cambridge, MA: Harvard University Press.



Kingsborough Community College
City University of New York
Department of English

Sample Syllabus Template: ESL 101 Accelerated Academic ESL

Course Description

This is a two-semester Learning Community course, beginning in the fall and continuing in the spring, open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. During Semester 1 (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During Semester 2 (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing. 10 hours (8 hours Classroom, 2 hours Reading Lab), 10 equated credits

Course Overview

Welcome to the first semester of your two-semester college class in academic reading and writing!

This fall, our English course is part of an ACE (Accelerated College ESL) learning community with Psychology 11, Speech 11, English 1050: Integrative Language Seminar, Student Development 10, and Reading Lab. The name of our learning community is *Stories and Selves*. Throughout this class, we will be looking at the relationship between our minds, lives, and the way we use language – as readers, writers, speakers, listeners, thinkers, and storytellers.

In the spring, you will continue in the second part of this course (ESL 102) as you take a second Speech class: Speech 21.

In this English class, we will work hard. Every day of your year in this ACE Learning Community you must read a book of your choice for **at least 30 minutes**. You will select this book with your tutors in the Reading Lab. We will also read a number of required texts in a variety of genres, including a play, a non-fiction memoir, newspaper articles, and parts of textbooks. Our readings and writings will integrate the topics of the other courses in our community. You will work on a “chapter book” of shared assignments that all of your instructors in this learning community have designed together for you to complete. Your homework is the foundation for your participation in class. It is a requirement for your success in this course and in college. **In addition to your Reading Lab reading, expect to do a minimum of one hour of homework each night for this class.**

A lot of your written work will be drafted. This means that you will write each piece not once, but many times. Strong writing is persuasive and descriptive. It paints a picture with words. It allows others to understand you and your thinking. Strong writing does not happen overnight. In this class, we will write and we will rewrite. Along the way, your professors and classmates will share their ideas about how you can make your writing stronger. By the end of the fall semester, you will have a chapter book of your writings that includes four drafted works. These drafts will contain essays, letters, and a personal story based on your readings in English, Psychology, and Speech.

Student Learning Outcomes

By the end of this two-semester course you will:

- Identify yourself as an academic reader in college, making meaningful connections to your readings across a wide range of text types in connection with your other learning community courses (e.g., novels, textbooks, non-fiction memoirs, newspaper articles, poetry), both fluently and with attention to detail.
- Identify yourself as an academic writer in college, writing clearly, personally, critically, and with improved correctness in a wide range of genres in response to your readings in this learning community (e.g., essays, summaries, narratives, letters).
- Integrate and showcase your academic reading and writing practices digitally, for a drafted storytelling project for our learning community produced in a multimodal format.

Below, you will see the policies for this English course. Respecting these policies is part of your education, and is required to be part of this class.

Course Requirements

1. Read daily. You will read in many different kinds of ways. Reading a psychology textbook is different from reading a novel, which is different from reading a newspaper article. In this course, you will pay attention, not only to *what* you are reading, but *how*. You will read every day and night of the week.
2. Write about your reading. Just as you will read across a variety of genres, you will also write in many different kinds of ways. For example, you will be asked to write freely about your ideas on our course texts, to summarize and paraphrase information from psychology readings, and to write an essay on a topic in a two-hour time period.
3. Write in drafts, in class and at home. To create your chapter book of drafted works, our class will meet in a computer lab for one class session each week. You will also make revisions at home. Be sure to save everything that you write for this class, even notes and first drafts. Read carefully and respond to the comments that your professors and classmates make on your work. Staple all of your drafts together. We want to see your progress, from the first draft to the final draft.

4. Speak. A lot. Your development in reading and writing cannot be separated from your development as a speaker and listener. We want to hear you!
5. Investigate language. In coordination with your ENG 1050 (Integrative Language Seminar) course, we will act as English language researchers. We will collect samples of language from our learning community readings that we are curious about, take a close look at common grammatical errors, and have regularly scheduled quizzes on select vocabulary.

Your Chapter Book: Stories and Selves

In order to pass this class and move on to Semester 2 of our learning community program, you must complete a Stories and Selves chapter book in collaboration with your other courses. This book will include the following chapters, drafted with the help of your professors and classmates:

Chapter 1: Intelligence

Your first drafted piece will be an essay that weaves together two texts: psychologist Howard Gardner's work on multiple intelligences, and Nando Parrado's memoir *Miracle in the Andes*.

Chapter 2: Personality

Your second book chapter will be a two-part letter writing assignment in which you take on dual roles: 1) an advice seeker, who is also a character from *Brighton Beach Memoirs* by Neil Simon, and 2) a newspaper advice columnist, who is also an expert on OCEAN personality trait theory.

Chapter 3: Life Story

Your final work will be a written, spoken, and visual representation of a life-changing experience—an event that taught you something about who you are, or helped shape the person you have become—making reference to at least one psychological concept.

Main Class Topics - Reading and Writing

Week 1: Introductions

Reading: *Miracle in the Andes* by Nando Parrado: Prologue

Internet research into 1972 Andes plane crash experienced by Parrado

Writing: Freewriting in response to Parrado's TED Talk on his values

Week 2: Reading: Excerpt from Howard Gardner's Frames of Mind

Miracle in the Andes by Nando Parrado: Chapter 1

Writing: Revision of "Values" piece

Week 3: Reading: *Miracle in the Andes* by Nando Parrado: Chapters 2 and 3

Writing: Draft 1 of Chapter 1 of Stories and Selves Book due: *Intelligence*

- Week 4: Reading: *Miracle in the Andes* by Nando Parrado: Chapter 4
Writing: Draft 2 of Chapter 1 of Stories and Selves Book due: *Intelligence*
Vocabulary: Quiz 1
- Week 5: Reading: *Miracle in the Andes* by Nando Parrado: Chapters 5 and 6
Writing: Final Draft of Chapter 1 of Stories and Selves Book due: *Intelligence*
- Week 6: Reading: *Miracle in the Andes* by Nando Parrado: Chapter 7
Writing: Freewriting in preparation for Brighton Beach field trip
Vocabulary: Quiz 2
- Week 7: Reading: *Miracle in the Andes* by Nando Parrado: Chapters 8 and 9
Sample Practice ACT Reading Exam
Internet research into history of the Brighton Beach, Brooklyn neighborhood
Writing: Group presentation on Signs and Stories of Brighton Beach
- Week 8: Reading: *Miracle in the Andes* by Nando Parrado: Chapter 10
Brighton Beach Memoirs by Neil Simon: Act 1
Sample Practice Reading Exam based on *Miracle in the Andes*
Writing: Draft 1 of Chapter 2 of Stories and Selves Book due: *Personality*
- Week 9: Reading: *Brighton Beach Memoirs* by Neil Simon: Act 1
Internet research into digital story samples: <http://www.storycenter.org/>
Writing: Draft 2 of Chapter 2 of Stories and Selves Book due: *Personality*
Freewriting on our digital story concepts
Vocabulary: Quiz 3
- Week 10: Reading: *Brighton Beach Memoirs* by Neil Simon: Act 2
Writing: Final Draft of Chapter 2 of Stories and Selves Book due: *Personality*
- Week 11: Reading: *Brighton Beach Memoirs* by Neil Simon: Act 2
Peer review of digital story texts
Writing: Drafting of our digital stories
Sample Practice CATW Writing Exam
Vocabulary: Quiz 4
- Week 12: Reading: ACT Reading exam
Writing: End-of-term reflections and looking ahead to ESL 102
Viewing: Digital story film forum

Stories and Selves: Course Readings

Miracle in the Andes by Nando Parrado

Brighton Beach Memoirs by Neil Simon

Selection from Howard Gardner's *Frames of Mind*

Selection from Natalie Goldberg's *Long Quiet Highway: Waking Up in America*

Selections from *Psychology: An Exploration* by Saundra Ciccarelli and J. Noland White

Selections from *Communication Basics: Principles and Practice* by Cindy Greenberg

Various essays as models for your own

Articles from *The New York Times*

Advice column samples

Digital story transcripts

Your chosen books from the Reading Lab

Classroom Policies

- Do not eat in the classroom.
- Turn off all cell phones, pagers, and electronic devices – including electronic dictionaries.
- If you have to miss a class, it is your responsibility to contact a classmate for homework and notes.

Required Materials For This Class

- 1) *Brighton Beach Memoirs* by Neil Simon (available in the Kingsborough bookstore)
- 2) *Miracle in the Andes* by Nando Parrado (available in the Kingsborough bookstore)
- 3) A three ringed binder with lots of 8 ½ by 11 inch wide-ruled loose-leaf paper. Do not give small sheets of paper or paper ripped out of spiral notebooks to your professors or tutors; this work will not be read or graded. Your binder should include dividers with four tab labels. Suggested tab titles: 1) Class Notes and Freewriting, 2) Reading Journals, 3) Vocabulary, and 4) Reading Lab
- 4) At least three pocket folders. One of these folders should be labeled: Stories and Selves.
- 5) A small stapler
- 6) Pens (black or blue ink only) and pencils
- 7) USB flash drive

It is also strongly recommended that you purchase a good English dictionary – on paper. The Kingsborough bookstore has copies of the *Longman Advanced American Dictionary* available for purchase.

Grading and Evaluation

Your professors and tutors are committed to helping you succeed in this English course, our learning community, and your future college education. This class is graded on a Pass/Fail basis. If you do not demonstrate your commitment to the work in this course and the Reading Lab by completing your assignments with effort and care, turning in your work on time, and participating in class, you may fail this course and not move on to Semester 2 of the ACE Program. In order to pass ESL 101, your Stories and Selves

chapter book must be complete at the semester's end. Excessive absences (15% or more of total class time) are unacceptable. Two late arrivals count as one absence. If I think you are at risk of failing the course, I will meet with you and, if necessary, a college administrator to discuss what you need to do to improve your performance.

In this course you will have the opportunity to take the CUNY Reading and Writing exams. At the end of the Fall semester, if you have not already passed the ACT Reading exam, you will retake this test. At the end of Spring, you will again retake the ACT Reading if needed, as well as the CATW exam.

Your final Pass or Fail course grade at the end of this semester will be calculated as follows:

Chapter Book of Drafted Works --- 65%
 Class Participation, Including Participation in Reading Lab --- 20%
 Vocabulary Quizzes ---15%
 Total = 100%

You will receive feedback on your work in this course through in-person discussions, handwritten responses on your assignments, and social media posts on our class Facebook group. Your other professors, classmates, and tutors will also be giving you feedback on your performance. For our shared digital storytelling project, I will use a rubric in collaboration with your other instructors to evaluate aspects of your work that relate to the content in each of our classes. This shared evaluation will contribute to your final grade in this course, and in your other learning community courses.

Kingsborough Community College, CUNY Academic Integrity Policy

"Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list: Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source; presenting another person's ideas or theories in your own words without acknowledging the source; using information that is not common knowledge without acknowledging the source; failing to acknowledge collaborators on homework and laboratory assignments. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and 'cutting and pasting' from various sources without proper attribution."

Civility in the Classroom

"Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to

be in a safe environment, free of disturbance, and civil in all aspects of human relations."

Safe Zones

"The safe zone program is designed to address the issues faced by lesbian, gay, bisexual, and transgender students, faculty, and staff. I am a safe zone ally and I hope that this classroom can be a safe zone. Safe Zone allies support the following:

'Regardless of race, ethnicity, national origin, gender, sexual orientation, religion, age, and ability, you will be treated and respected as a human being. Ignorance, bigotry, and harassment are not tolerated.'"

Access-Ability Services

"Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance."

