



A Letter from the President

Why I Am Tired of Accelerated Developmental Education

I am tired of the term “accelerated developmental education” because to a developmental educator it does not make sense. It makes as much sense as “jumbo shrimp” or “friendly fire” or “among the first.” The term is an oxymoron.

What well-developed accelerated programs are, when they are done correctly, are solid education programs. Let’s get rid of the adjectives and accept them as the norm.

Developing coursework that meets students where they are and takes them as far as they can go in the least time possible is called education. Developmental education. Unfortunately, however, not everyone is implementing these programs as well as those in the California Acceleration Project or the Dana Center’s New Math Pathways.

What both projects teach us is that simply accelerating is not enough. For example, the Dana Center has components for professional development, a revisioned curriculum, and pillars of philosophy that guide the purpose and

meaning for learning college mathematics. That is a much more holistic and meaningful program than simply implementing co-requisite classes.

As well, with the work of the California Acceleration Project, one of the major goals is to train faculty in high impact pedagogical practices and use student data to improve and revise curricular structures and strategies to increase success. At the top of the priorities list for this project is completion and equity.

Acceleration for one student may look very different for another.

For one student, a year-long stretch class such as that offered at Arizona State University may be accelerating coursework. For another, a one-semester completion is acceleration. In any case, revising structure, pedagogy, delivery methods, and embedded and cocurricular support, treating students in holistic ways according to their needs and goals, is what developmental education is all about. We should be embracing and learning from these math and language programs which erase the stigma of students who place into below-college-level courses by allowing them into courses with personalized curriculum and embedded support.

Let's get rid of the term accelerated, and replace it with what it is—just really good education.

Have a great end-of-the-year semester—it's all downhill from here!

—Robin Ozz

P.S. For our California members, we will be meeting in Berkeley Dec. 2 to meet with anyone in northern California who would like to discuss the state of CALADE and how the NADE Board can help revitalize that chapter. A subsequent meeting will be held in southern California. More information to follow.

Connect with NADE social media!

NADE recently added to its social media with the creation of its listserv. Join the conversation at <https://groups.google.com/a/thenade.org/forum/#!forum/nade-discussion-forum>.



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