Southwestern College shares a problem common to many institutions within the California Community College system: relatively large numbers of students enroll at entry levels of a foreign language program, but many fail to complete the program and fulfill their transfer goal. Enrollment data indicates that many students do not successfully make the transition from the elementary to the intermediate courses within the traditional three-semester program sequence or from the intermediate level course into the more advanced reading and writing-based curriculum that is required in the College's capstone course and by four-year colleges and universities. The solution proposed through this project is the development of a flexible, individualized, variable-unit course focused on reading and writing in order to bridge the existing gap for students successfully completing the first three semesters of foreign language classes and entering advanced courses requiring higher reading and writing skills. The project goal is to design and implement a course prototype in the Spanish program area that focuses on developing reading and comprehension skills in the target language and is adapted to individual student needs through the use of individualized learning contacts. The project objectives include: (1) to design a prototype variable-unit Spanish reading course that utilizes individualized learning contracts; (2) to provide staff development to all foreign language and English-as-a-Second-Language faculty on current reading theory/pedagogy and the use of learning contracts; and (3) to implement instructional support for the new reading course curriculum through the SWC Language Acquisition Center.