

Resolution FA10.05 Basic Skills Courses and Alternative Delivery Methods
SBVC Academic Senate Executive Committee

Whereas, during the Fall 2007 semester the San Bernardino Valley College (SBVC) College Council and SBVC Academic Senate voted to include in Access Goal 1.1, as part of the campus Strategic Plan, the importance of expanding student access to basic skills classes, and,

Whereas, in April 2008 the SBVC Academic Senate adopted the SBVC Basic Skills Plan, after nine months of vigorous campus dialog, and presented these recommendations to the San Bernardino Community College District Board of Trustees:

- Support for faculty to develop noncredit courses to support developmental education such as Vocational ESL in a noncredit format
- Connect a first year experience, CTE academy, or middle-college type program connecting CTE education with basic skills acquisition for Associate's Degree completion
- Learning Communities and Summer Bridge
- Integrate student support into more instructional classes
- 12-unit scheduling block of math, reading, English, ACAD/SDEV to permit full-time status for students at the dev. ed. level
- Special sections of some classes, e.g., Math 952, Engl 914, Read 950, that focus on CTE students and allow students to progress in the sequence toward degree completion
- Summer Bridge Programs to create cohorts and prepare students for college level work

in an effort to expand learning opportunities and modalities that serve students and,

Whereas, the SBVC faculty have worked to establish and expand learning opportunities and continue to investigate potential models to facilitate student success and expedite student progress in basic skills sequences, and,

Whereas, current SBVC campus-wide dialog has again cited the need for faculty innovation regarding the delivery and access of basic skills,

Resolved, the San Bernardino Valley College Academic Senate supports and encourages enhancements and innovations to increase the delivery of basic skills and improve access to basic skills including contextualized learning, acceleration models, and other pedagogically sound modes of delivery as determined by the faculty, and,

Resolved, the SBVC Academic Senate encourages faculty to development models appropriate to the campus student population and encourages the administration to support such innovations and trials in an effort to expand student access and expedite student progress.