

BILINGUAL (BICULTURAL) EDUCATION STATEMENT OF PHILOSOPHY

The Governing Board has adopted the following Statement of Philosophy: Bilingual (Bicultural) Education within the Southwestern Community College District:

Introduction - This statement has been prepared for purposes of orienting both the College community and District population as to the philosophy which forms both the foundation and guiding mechanism for establishing programs to better serve the District bilingual populations.

Philosophy - The concept of bilingual education at Southwestern College emphasizes and reflects a philosophy of cultural pluralism. Specifically, the bilingual/bicultural programs at the College seek to achieve those goals and objectives which clearly promote an understanding of valuing the individual worth of all citizens and residents, and by respecting their language, cultural origins, and group experiences in this country. As applied to educational goals, the institution is committed to providing a strong transitional, developmental English language acquisition program to all who can profit from this instruction. In addition, the College recognizes that acquisition of bilingual skills by all students are highly desirable and marketable skills. It is further recognized that the District's Affirmative Action Policy, which has as its goal to increase the number of bilingual/bicultural faculty in the classroom, is a valuable strategy in meeting the needs of the growing number of minority students on campus. The objectives of bilingual Education at Southwestern College are as follows:

1. To provide immediate course alternatives to all students entering the institution regardless of the level of English language skills diagnosed. Developmental language classes should exist to advance students from point of entry at beginning, intermediate, or advanced levels of English skills to full proficiency.
2. To provide all students with the basic skills necessary to enter and satisfactorily complete mainstream curriculum designed for transfer or immediate employment/occupational goals.
3. To provide all students with both academic and social experiences designed to enhance their appreciation and understanding of diverse ethnic cultures and the reality of a multi-cultural society.
4. To reinforce the bilingual skills which many students bring to the institution in order to maximize employment and career possibilities.

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5. To promote development of bilingual skills and multicultural awareness in all students which will enhance their job opportunities and quality of life in this community.
6. To provide all students who possess linguistic and dialectical variations from standard English with a full developmental language curriculum.

The attainment of these objectives will ensure that students experience successful participation in the mainstream College curriculum and by extension in the social and economic opportunities of American society. To this end, the program contains both developmental (basic skills and ESL) and transitional (bilingual study materials, bilingual course sections, bilingual faculty and tutors, etc.) elements. The ultimate personal goals for each student should include, but not be limited to, acquisition of: (a) facility with the English language so as to guarantee full functional status in the College and participation in all aspects of American life; (2) a marketable skill for immediate employment or academic preparation for advanced work in college/university curricula; and, (3) an understanding of American pluralistic society and values and the process by which one's native culture can be included without a loss of integrity.