This proposal requests a large $43,870 grant (regular). This project will improve the quality of instruction, provide innovative curriculum development, and increase by at least 20% the number of educationally disadvantaged students reaching their vocational and transfer goals. Colleges have institutionalized two approaches to multicultural education: incorporating multicultural texts into mainstream classes and offering Ethnic Studies courses that explore fully one culture. SBCC’s statistics on success rates of educationally disadvantaged students reveal that these approaches are inadequate: while the first increases the sensitivity of mainstream students, it does not address the special needs of underrepresented students; while the ethnic studies approach provides a fuller examination of a culture, California’s demographics indicate that students need to develop a multicultural perspective. By recreating the demographics of the county within the classroom, SBCC’s Multicultural English Transfer Program (MET) removes the disadvantage of underrepresentation; by implementing a multicultural curriculum and pedagogy, MET affirms a diversity of perspectives.

We propose a one-time faculty training program (drawing on Visiting Scholars) of workshops and curriculum design seminars. This project will produce instructional activities which promote the academic confidence and skills needed for under-represented students to overcome the barriers inherent in traditional education. Curriculum innovation and sequencing will occur in 14 sections — from ESL 5 through Basic Skills and Transfer courses — and will impact 335 students per semester. The theoretical and practical materials produced will alleviate both local and systemwide need for faculty training and classroom materials and for increasing the progress and success of underrepresented students.