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# Office of Culturally & Linguistically Diverse (CLD) Education

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The Office of Culturally and Linguistically Diverse (CLD) Education supports international and domestic CLD students with academic, linguistic, and cultural support throughout their time at CC.

The Office of CLD Education provides individual consultations and courses supporting academic skill work, reading, writing, oral presentations, and various other culture-based academic tasks.



**Culturally and Linguistically Diverse (CLD)** is a preferred term (versus ESL, ELL, etc.) for an individual or group of individuals whose culture and language differ from that of the dominant group (Herrera, 2016).

This terminology:

- ⇒ decenters English and English proficiency
- ⇒ appreciates the inseparability of language and culture in the learning environment
- ⇒ recognizes cultural and linguistic variance as an asset in learning and teaching

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## Faculty Collaboration

- Individual consultations for culturally and linguistically diverse faculty research and scholarly work
- One-on-one or department wide workshops on:



- culturally and linguistically responsive approaches to working with, teaching, and assessing CLD students
- syllabus, course, and assessment design to ensure equitable experiences for CLD students
- avoiding linguistic discrimination (linguicism) in classroom spaces, pedagogical practice, and course or department policies

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## How Do I Refer a Student to Your Office?

If you believe a student you know may benefit from working with the Office of CLD Education, please email [cwalter@coloradocollege.edu](mailto:cwalter@coloradocollege.edu), carbon copy the student on the email, include the reason for the referral, and any course-specific context that may be useful. The Office of CLD Education, student, and professor will then be encouraged to work collaboratively on pursuing academic success.

## Shared Responsibility Model

The Office of CLD Education **rebukes the traditional remediation model** where students' challenges are not often addressed by accommodating pedagogy or classroom instruction. Referring students to academic support services to be remediated is an ineffective approach. Instead, we adopt a **shared responsibility model in which support services and classroom pedagogies work together to best support CLD students.**

Traditionally, CLD students, especially international CLD students, are viewed as successful if they participate in a western academic community by using "Standard Academic English" and cultural conventions fluently. This assimilationist perspective views a one-way transfer of language and culture: students should acclimate to English and western academic contexts and leave any other language and culture behind. In contrast, through a **culturally and linguistically responsive lens**, CLD students' differences are recognized as strengths in their learning which should be supported and nurtured alongside their new academic experiences.



# Considerations for Teaching Culturally & Linguistically Diverse (CLD) Students

What expectations do I have of my students? How might these be culturally bound?

What expectations do my students have of me? How might these be culturally bound?

How do I ensure my students and I are on the same page regarding personal and academic expectations?

What culturally bound rules do I follow for things like writing assignments, oral presentations, group work, and ethical scholarship?

What language(s) and type(s) of English do I prioritize in my classroom? How and why?

What features of academic culture do I implicitly promote through my expectations and teaching? Are these aligned with my goals for student learning?

How do my pedagogical choices ensure space for student variance in learning ability?

How can I challenge CLD students while also supporting their learning process?

What assets do my CLD students bring with them to the classroom? How can I use these assets to leverage their learning?

Do I utilize course content that implicitly relies on cultural allusions that may be unfamiliar to some students?

