

A Postsecondary Model for Meeting the Needs of a Diverse Student Population from Different Cultures

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Introduction

Desiree Duda:

The following will describe the multicultural model LaGuardia Community College's Program for Deaf Adults (PDA) uses to reach out to its diverse population of students, specifically, students who are Deaf and hard-of-hearing.

Several years ago, the college made significant changes in curriculum and policy to support its commitment to Pluralism and better meet the needs of its diverse population of students. It is important to understand the context in which these changes were made and how they have positively influenced the activities and initiatives of PDA.

This model has helped make an important contribution to our college and we hope you will enjoy the same successes we have had with it.

The College

Identity and Mission: An Environment of Diversity and Equity **Curriculum Guidelines for Pluralism**

Eleanor Tignor:

My role on the panel is to provide a profile of the college and to describe its environment, that we hope nurtures all members of our college community, of course including Deaf and hard-of-hearing students.

LaGuardia is the newest campus of the City University of New York, a complex system of 18 colleges and constituting the largest urban public university in the United States. Founded in 1971 with an entering class of 500 students, the college celebrated its 25th year with a highly diverse population of over 11,000 full-time students, including more than 1,000 international students – the fifth largest total among America's community colleges. The first student body profile from our [Institutional Profile](#) indicates ethnic background and the second national origin (see attached). These figures do not include the Division of Adult and Continuing Education (ACE) that annually provides numerous non-credit programs and services to over 20,000 learners. Of course, one of those programs is the Program for Deaf Adults. The demographics for ACE are similar to those for the credit programs (see attached).

Diversity is a tradition at LaGuardia, a tradition we are proud of. As our mission statement indicates, the college has historically served the undeserved populations of the city, including the poor, ethnic minorities, women, recent immigrants, and the disabled. In that way, LaGuardia goes beyond being simply multicultural. It is a college that welcomes and celebrates diversity as a whole. To quote from the mission statement: "Within a pluralistic environment, it prepares students for a full life of work, service, and personal growth."

¹ LaGuardia Community College is the Northeast Technical Assistance Center (NETAC) site for New York.

College-wide, a number of systems are in place to promote pluralism or equity and diversity. Formed by a mandate of the City University of New York in 1989, LaGuardia's Task Force on Pluralism, a committee of the President's office, has the promotion of pluralism and confronting of racism as its joint task. Over the years this body has provided numerous college-wide forums and faculty development workshops in order to bring issues of equity and diversity to the fore. The most extensive Task Force activity during the past five-year period was a series of lectures (1993-94 and 1994-95) by outside scholars, writers, directors of organizations, human rights leaders, and legal professionals on stereotyping in the United States. They served a dual purpose: to increase awareness of the history and evolution of stereotyping in the American society, and to provide accurate representations of various groups and their contributions to American culture. Administrators, faculty, and students attended. As with other campus events, as well as is done in classrooms on a regular basis, interpreters were provided for the Deaf and hard-of-hearing. Also, sensitivity training workshops on working with Deaf and hard-of-hearing people have been provided for administrators and others.

The Task Force has two adjunct groups: the Network to Confront Racism and the more newly-formed Student Network. The goals of the groups include educating and raising consciousness about racism; providing forums for "difficult dialogues" about racism and other conflict issues; serving as a resource on these issues to the college community; and identifying strategies in dealing with bias and racial incidents in and out of the classroom. Any such issues related to Deaf and hard-of-hearing students could be brought to the attention of the Network, but I know of no such need having occurred. Both the parent group and the student unit have undergone extensive mediation training by professionals, financed by the office of President, the Division of Adult and Continuing Education, and Student Affairs. The student component of the Network assumed a leadership role in establishing a new initiative, the Town Meeting. The overall purpose of the Town Meeting is to provide a safe, comfortable, constructive forum for students, faculty, staff, and administrators to ask questions, share concerns, disseminate information, and develop greater facility for dealing with difference. This outlet has proved to be invaluable.

Because courses and curriculum in the Program for Deaf Adults will be discussed, I wanted to wait until last to speak of the role of the Task Force on Pluralism in raising consciousness about pluralism in practice in the curriculum and in working to establish curricular policy college-wide. When the college prepared to change from the quarter system to a modified semester calendar in 1991, the Task Force seized the opportunity to work with the College-wide Curriculum Committee on establishing guidelines for insuring that all courses and programs in the Academic Division are infused with pluralism, appropriate to the discipline taught. This infusion is four-part: the "what" of curriculum or content; the "how" of curriculum or instruction; the "tools" (or materials) of the curriculum; the "test of the curriculum or assessment (of students). (The full document, "Guideline for Developing a Multicultural curriculum," prepared in conjunction with a consultant, is attached.) Course and program proposals were revised as needed when the calendar was changed; now that the policy has been institutionalized, the guidelines are provided in the Academic Division's curriculum manual. The Division of Adult and Continuing Education also supports these guidelines and the pluralistic curricular concept, as will become clear as our presentation continues. Also alluded to will be the commitment of the LaGuardia library to multiculturalism, as reflected in its collections and services.

LaGuardia's goal is to provide an environment of openness, equity, and support for its highly diverse population. The Deaf and hard-of-hearing are an important part of this community of inclusion.

Environment and Facilities for Deaf and Hard of Hearing Students

PDA History: Purpose and Facilities

Desiree Duda:

PDA is truly a multicultural program as you can see from our statistics. The largest group served is Hispanic (39%). Students represented in this group are from Columbia, Dominican Republic, Puerto Rico, Mexico, and others. The second largest group served is non-Hispanic White (24%). Many of the students represented in this group are from Russia, Romania, Poland, and Greece. The third largest group is Black (23%), with only 25% of this population African American. The majority of students in this group represent countries such as Jamaica, Trinidad, Haiti, Guyana and England. The fourth group served is Asian (14%). Students represented in this group come from India, China, Hong Kong, Philippines, and Vietnam.

When the program began in 1975, an advisory board was established consisting of leaders and consumers in the Deaf community. Glen Anderson, the first coordinator of PDA, developed our first PDA course based on community need. Today, we continue to offer new programs in the same way. As our student population has changed to represent more and more diverse cultures, so has the program to meet their needs.

Housed in the Division of Adult and Continuing Education, PDA provides support services to the entire college. In the academic area, PDA offers basic skills and college preparation feeder courses in the Division of Adult and Continuing Education, specialized remedial courses in the Academic Division, a certificate Interpreter Education Program, and a proposed Deaf Studies degree program. Supports are offered to students including the Deaf Multi-Cultural Club, leadership training workshops, and college-wide events that recognize the strengths of our students.

Outside of the college and within the City University system, the Program for Deaf Adults assumes a leadership role. PDA serves as an advisor to CUNY in regard to meeting the needs of multi-cultural Deaf and hard-of-hearing students. Through the establishment of the CUNY Consortium of Programs Serving Deaf and Hard-of-Hearing Students, we have addressed issues related to recruitment, retention, the development of new programs, and the parity of services to students on each campus.

Six years ago, CUNY began to consolidate services by establishing regional centers to meet the needs of Deaf and hard-of-hearing students on its campuses. One such center, the Regional Support Services Center (RSSC) was created to provide technical services, interpreting, notetaking and tutoring to Deaf and hard-of-hearing students at CUNY campuses - PDA became its oversight administrator. Working closely with the coordinators of Disabled Student Services on each campus, RSSC serves to support and share PDA's knowledge of providing services to multi-cultural Deaf and hard-of-hearing students.

PDA Staff

Recruitment and Support Services

Catherine Burland:

The PDA's professional staff are recruited, interviewed, and hired within the Affirmative Action/EEOC policies and practices at LaGuardia to ensure a diversity of applicants for each job vacancy. PDA professional and support staff of 20 members consist of six Deaf/hard-of-hearing and ten people of color. All professional staff are fluent in ASL, and support staff are encouraged to upgrade their signing skills by taking ASL classes at LaGuardia. Our Continuing Education

instructors, adjunct professors, tutors, and notetakers are predominately members of diverse cultural groups, including that of the Deaf community.

In the area of support services, PDA provides the traditional interpreting, tutoring, and note-taking services. However, systems and programs have been put in place and are continually in development to meet the diverse needs of our student populations.

We strive to recruit and place interpreters in the classroom who represent the student population we serve. At this point, 10% of our interpreters represent culturally diverse groups. We are actively recruiting and putting systems in place to balance this equation more appropriately. In order to hire minority interpreters who may not have formal training, we have developed a mentoring system to support them in the development of their interpreting skills.

Several other programs are in place to develop the skills of interpreters. One such program is the Institute of Sign Language Interpretation. Established in 1988 to provide enhancement skills workshops to interpreters at LaGuardia and throughout NYC, presenters such as MJ Beinvenue, Sharon Gish, Aaron Brace, and Mary Mooney have provided workshops and courses. To encourage LaGuardia interpreters to attend these workshops, fees are waived or minimal fees are charged.

The Academic Counselor plays an important role in PDA. In addition to rendering intakes and assessments, she coordinates note-taking and tutoring services, provides academic, career and supportive counseling, and advisement, and serves as a liaison to various academic departments in the college. The counselor, who is an active member of Deaf community, is well-versed in Deaf-related issues in educational settings, such as legal rights and communication issues. She functions as a communication facilitator, an advocate, and cultural mediator.

Recruitment of Deaf and hard-of-hearing students who are members of different minority groups are done formally and informally both by the continuing education coordinator and the academic counselor, who are also members of NYC's Deaf multicultural community. They maintain regular contacts with transition and guidance counselors at high schools, as well as with the New York State Office of Vocational Rehabilitation, and other agencies and organizations. The recruitment activities take place on campus as well as at college fairs at individual schools. PDA students are often included in recruitment efforts.

Informally, much recruitment is done through meetings and social functions in the various cultural organizations in the New York Deaf community. Information about the program is passed on by students to friends, as well as by PDA staff who are members of minority associations such as Black Deaf Advocates, Deaf Advocates of Latino Empowerment International Deaf Club, and Deaf Asian-Americans. LaGuardia also offers space for organizations to meet, exposing them to the college. PDA hosts Deaf multi-cultural theatrical productions, and parties at holidays and at the end of the semester. Friends of students enrolled in the program are invited – over 100 students at a time.

Courses and Curriculum

Collaborations with Other Divisions and Educating Administrative Offices

Catherine Burland:

The philosophy of teaching Deaf and hard-of-hearing students at PDA embraces the extensive understanding and usage of two different languages, American Sign Language and English. ASL is the language of instruction used. Reading courses are based on themes, taught in context using a whole language approach including a multicultural perspective. Some examples of such themes have been the Apartheid, Native Americans, Bosnia, and Deaf Culture. The teachers, hired

by PDA, are ethnically diverse as well as fluent in American Sign Language and English. Some of the instructors are graduates of LaGuardia.

A sampling of continuing education courses for Deaf and hard-of-hearing students includes: ASL for Deaf Foreigners, Intensive Academics for Deaf Foreigners, Academic Students Level I through IV, GED, Typing and Computer Skills, College and Regents Preparatory courses (part of the feeder program), and Special Needs Instruction.

Special needs instruction is one-to-one intensive instruction, provided to meet the specific needs of individuals whose educational needs cannot be met in a classroom setting. This course was originally developed to meet the needs of late-deafened adults. Special needs tutoring has been very successful and has expanded to meet the very individual needs of a multitude of students.

Unique to LaGuardia are the articulation agreements with the Division of Academic Affairs' departments of English, Communication Skills, and Humanities to run specialized credit course sections designed for Deaf students in writing, reading, English 101, and communication strategies (presentation skills). Designated English and reading courses for Deaf students are very important since courses such as these are rarely seen on mainstream campuses. Before these special courses were designed, students would pass only after 2-4 repeats. One attempt by the college was to place students in the ESL sections – again, this failed. Finally, hiring an educator who is experienced and educated in teaching Deaf students and fluent in ASL was the solution. Students now pass these courses on target and gain the prerequisite foundation skills that are so necessary to succeed in other content courses. Dr. Sue Livingston teaches these courses and has just published a book, Rethinking the Education of Deaf Students, which can be useful to Deaf educators and post-secondary institutions.

Collaborations have also been made with college Divisions and departments and include the following:

- The Division of Cooperative Education. PDA assists with the consultation and evaluation of the job placement office's accessibility to Deaf and hard-of-hearing students. Training sessions focusing on Deaf culture is provided to staff.
- Human Services Program. A proposed Deaf studies program, planned to officially begin in 1999, will increase the percentage of workers in the Deaf field who represent culturally diverse populations. Offered through the college's Human Services Program, the curriculum includes ASL I-IV, Sociology of Deaf Communities, liberal arts courses, and internships. The coordinator/full-time professor is Deaf and fluent in ASL. The college's dual access courses are an outcome of the Deaf Studies initiative. Dual access courses are ASL II-IV offered to students for academic credit or as a continuing education course. This has helped to increase enrollment – a problem that we had faced when two divisions competed for the same students.
- Office for Students with Disabilities (OSD). PDA's academic counselor meets on a monthly basis with the OSD counselor and its director to discuss counseling and administrative issues in the provision of support services to meet the needs of students who are culturally diverse and multiply disabled. PDA works with OSD on university and state-wide initiatives.
- College library. The college library has an extensive Deaf Culture section and created a self-videotaping lab through special PDA funding. Deaf students as well as ASL and interpreting students use this lab to develop language and presentation skills.
- Administrative offices. PDA provides training and sharing of issues with administrative offices, such as the Office of Financial Aid Services, the Registrar, and the Bursar, to ensure that the college works effectively with PDA staff and students. Specific individuals have been identified in these offices to work with our students and timelines have been

put in place to accommodate the need for early registration. Orientation programs and handbooks have been devised and distributed to chairpersons and faculty. Consequently, the college has developed a recognition of the needs of this population and shares in the responsibility and support of these students.

Other PDA Provisions

Catherine Burland:

The Deaf Multicultural Club (DMCC), one of the college's 200 student organizations, caters to Deaf, hard-of-hearing, Deaf-blind, and hearing LaGuardia students in both Academic Affairs and Continuing Education Divisions. Its main mission includes increasing the awareness of Deaf culture in the college community and promoting of the integration between Deaf, hard-of-hearing, and hearing students. Its activities include weekly meetings, facilitated by a faculty advisor who is a representative of a Deaf minority group. DMCC students have participated in a leadership-training program supported by the Gallaudet Northeastern Regional Center. End of the year and holiday parties are usually hosted each year with home-cooked ethnic potluck dinners.

For PDA's 20th anniversary banquet, DMCC raised \$3,000 in raffle sales. Subsequently, a PDA scholarship fund was established, aimed to provide financial assistance to the students in the feeder program and basic skills courses in the Academic Division.

Using the model of LaGuardia's "Town Meetings," PDA "Town Meetings" were established. Some of the concerns expressed by the students related to the shortage of interpreting services and the misconception about the college's administrative offices. This has led to collaborative efforts with these offices to ensure early registration and other procedures so that interpreters can be secured for classroom assignments in a timely fashion.

Every year, Deaf and hard-of-hearing students of color in the basic skills academic writing course contribute their best essays in a college-wide reading. Some of these essays have been published in the booklet "Voices of Deaf Writers." This publication is distributed for sale by PDA throughout different secondary and post-secondary educational institutions for Deaf students. It is also part of the required reading texts in our continuing education feeder program courses and in the college's basic writing and reading classes for Deaf students. This has often inspired other Deaf and hard-of-hearing students of color.

Several years ago, a Russian-born credit student entered LaGuardia's writing contest. She won third place in the contest, was invited to read her essay at the Writing Center, and received a monetary award. The story focused on her relationship with her father, his non-acceptance of her as a Deaf person, and finally, her own self-acceptance.

Grant Initiatives and Research Projects

Desiree Duda:

In the past few years, PDA has successfully secured federal funding and small portions of state funding to support its initiatives to provide more accessibility to culturally and ethnically diverse groups of students.

Keeping in mind LaGuardia's multicultural population of deaf and hard-of-hearing students, and the fact that students use a variety of sign languages and systems, we wanted data that would show what interpretation strategies work best to get the message through to our students. In 1993, a research grant was obtained to study the effectiveness of two types of interpreting: transliteration and interpretation. The result of this study showed that regardless of sign preference (i.e. signed English, pidgin, or ASL), ASL interpretation is the most effective in relaying lecture information to students, regardless of ethnicity, educational background, or method of communication preferred. This study was significant in that it proved that ASL should be the language of instruction used in all classes.

CUNY Consortium Interpreter Education Project (CCIEP)

Another grant development is the CUNY Consortium Interpreter Education Project (CCIEP). The CCIEP meets one of PDA's very important objectives, "To develop and provide a more diverse interpreting pool for the culturally and ethnically diverse population of students we serve." Through CCIEP, we provide interpreter education throughout Region 2, including Puerto Rico and the Virgin Islands. The targeted groups for this project include:

- Interpreter education for minority interpreters
- Interpreter education for interpreters serving culturally and ethnically diverse populations
- Deaf-blind interpreting
- Oral interpreting
- Interpreter education for Deaf interpreters

In New York City, CCIEP works closely with the various Deaf groups, individuals, associations and agencies to develop training and encourage local Deaf individuals to become involved in activities. Such associations and contracts have been made to develop education and training workshops with organizations such as Minority interpreters for the Deaf, the NYC Chapter of RID, The Helen Keller Center, and nationally with another federally sponsored regional project, the National Multicultural Project in El Paso, Texas.

Our work in the Virgin Islands and Puerto Rico is especially interesting. Over the past five years we have been successful in building relationships with the University of Virgin Islands Affiliated Programs; the Virgin Island Human Resources Department; the Deaf community, including organizations such as the St. Croix Deaf Coalition Inc. and the St. Thomas BDA; and the interpreting community. Taking the lead from these groups, we are working together to expand the pool of island natives who can become teachers of ASL and interpreting. Much of the work in Puerto Rico has been with the University, to support the establishing of an interpreter education program.

Another federal grant obtained supports the interpreter education program. This project is designed to (1) advance the skills of interpreters working in the CUNY system, (2) "grow" new interpreters in the NYC area, and (3) target those individuals those from culturally and ethnically diverse backgrounds. Stipends are available and recruitment has been targeted to these individuals. Many of the courses are co-taught by Deaf and hearing instructors. One course in particular, Sociology of Deaf Communities, looks at the sub-cultures in the Deaf community and the cultural issues that interpreters need to be aware of.

Finally, one more project is in collaboration with Howard University. PDA staff members who are minorities have been invited to receive training through workshops to enhance their grant-writing skills. At present, a proposal, "Leadership Training for Culturally Diverse Deaf and Hard-of-Hearing Leaders," is being developed. We were selected by Howard University as a result of the outreach efforts of our staff members. Howard University learned about our program as a result of a staff member who sat on a community board for the Harlem Independent Living Center.

Profiles of Deaf and Hard-of-Hearing Graduates and PDA Staff Members

Catherine Burland:

During the past 22 years of service, over 100 Deaf and heard-of-hearing students have graduated with degrees from various programs in the Division of Academic Affairs. The rate of graduation is 80%.

A few of the first LaGuardia's Deaf and hard-of-hearing graduates have worked for PDA; one, the support services coordinator, retired after 17 years of service. PDA's media specialist, an African-American, is currently in his 10th year of service and serves as the faculty advisor to DMCC.

Many foreign-born students and students of color who are Deaf or hard-of-hearing go through continuing education (including ASL for Deaf Foreigners and feeder programs) to credit programs, and move on to higher education and/or are placed in competitive employment. Some of these graduates can be seen working in the educational and social services setting working with the Deaf population. They also work for PDA as administrative assistants, tutors, and/or Continuing Education teacher assistant tutors and instructors.

PDA staff who represent different cultures are often role models, peer advisors, and mentors. One of our former staff members, who is Deaf and fluent in Spanish and ASL, has moved on to found a new organization for the Deaf Latinos in the New York City community. Two of our professional PDA staff members are currently active in the different local and national organizations for Deaf people of color.

In summary, the successes of our students and the recognition they receive throughout the college continues to serve as a reminder to our college president, deans, and chairpersons, that the PDA and the students it serves is valuable and adds to the college's environment and commitment to Pluralism.



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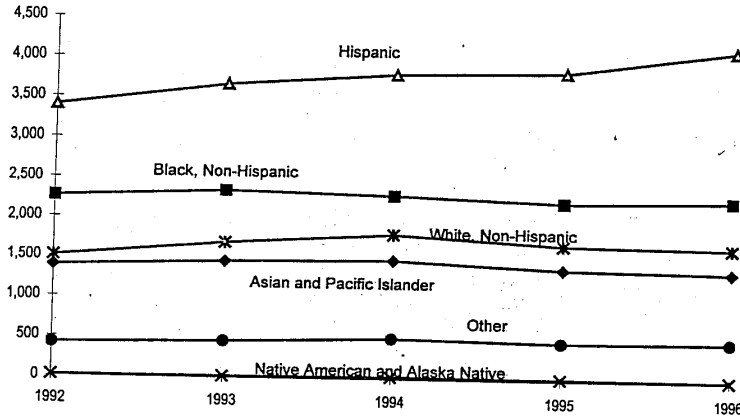


Author note:

Presenters for this session include Desiree Duda, Director of PDA, Catherine Burland, Assistant Director of PDA, and Eleanor Tignor, Professor of English and Chair of the Task Force on Pluralism at LaGuardia.

The Student Body Profile

Ethnic Background Fall 1992 to Fall 1996

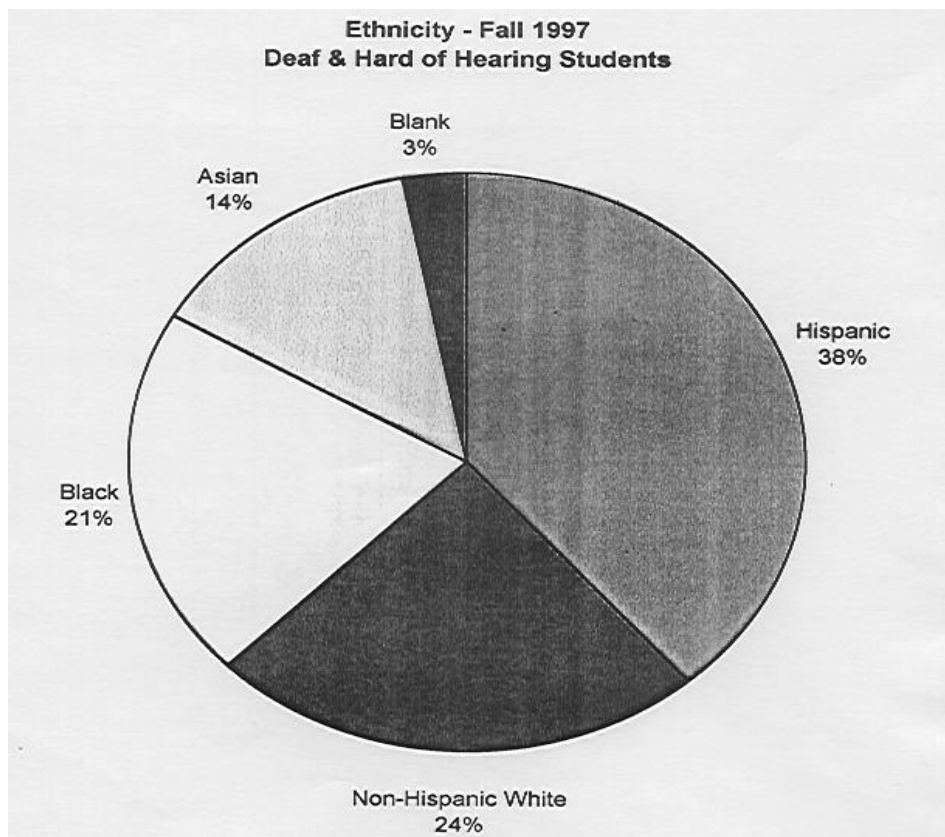


The proportional distribution of students comprising the major racial and ethnic groupings has remained relatively constant in recent years. The biggest increase since 1992 has been in the Hispanic population, which has grown by about 20% over the five year period.

Ethnic Origin	1992	%	1993	%	1994	%	1995	%	1996	%
Asian or Pacific Islander	1,392	14%	1,454	14%	1,483	13%	1,389	13%	1,363	12%
Black, Non-Hispanic	2,262	23%	2,343	22%	2,297	21%	2,225	21%	2,257	20%
Hispanic	3,398	35%	3,667	35%	3,807	35%	3,847	36%	4,127	37%
Native Amer. & Alaska Nat	15	0.15%	18	0.17%	25	0.23%	20	0.19%	11	0.10%
White, Non-Hispanic	1,510	15%	1,691	16%	1,811	16%	1,692	16%	1,665	15%
Other	424	4%	458	4%	506	5%	471	4%	485	4%
Missing Data	761	8%	860	8%	1,075	10%	1,051	10%	1,172	11%
Total	9,762	100%	10,491	100%	11,004	100%	10,695	100%	11,080	100%

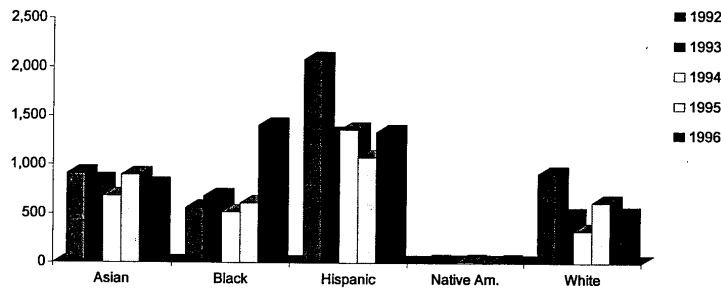
Source: LaGuardia Community College Data Warehouse

Appendix B



Adult & Continuing Education

ACE Enrollments by Ethnic Origin Fall Terms, 1992 to 1996



	1992	1993	1994	1995	1996
Asian	909	833	681	895	791
Black	559	679	514	608	1,406
Hispanic	2,081	1,317	1,363	1,080	1,338
Native Am.	12	4	14	4	13
White	910	487	327	618	496
Other	1,700	447	275	1,164	507
No Resp.	5	3,444	2,408	2,729	2,437
Total	6,176	7,211	5,582	7,098	6,988

Source: ACE Demographic Surveys and Form A Reports

The Division enrolls students of all ethnicities, with more than 62 countries of origin represented. Those identifying themselves as Hispanic have comprised the largest percentage of enrollments each Fall from 1991 through 1995. In 1996, however, slightly more students identified themselves as Black than Hispanic.

From Fall 1993 through Fall 1996, significant numbers of students did not indicate their ethnicity. In light of this, apparent trends of enrollments by ethnicity may not be reliable.

	1992	1993	1994	1995	1996
Asian	15%	12%	12%	13%	11%
Black	9%	9%	9%	9%	20%
Hispanic	34%	18%	24%	15%	19%
Native Am.	0.2%	0.1%	0.3%	0.1%	0.2%
White	15%	7%	6%	9%	7%
Other	28%	6%	5%	16%	7%

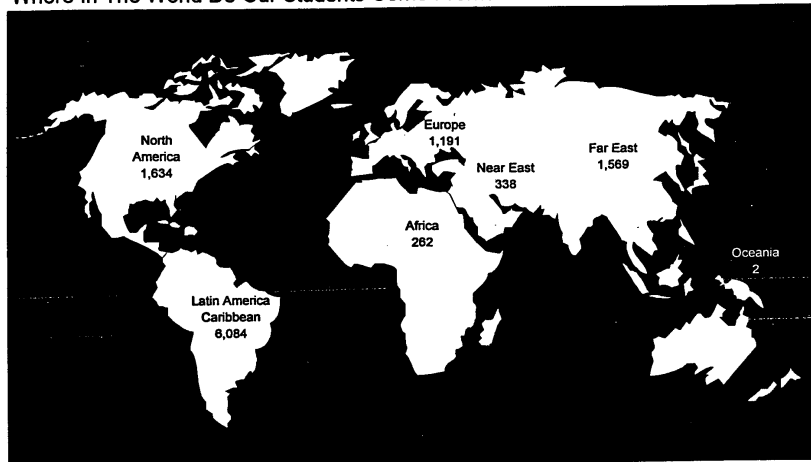
The Student Body Profile

Fall 1996

Where In The World Do Our Students Come From?

North America: 1,634

United States Mainland 1629
 Immigrants, Refugees, Asylees and Parolees
 Canada 5



Latin America: Caribbean: 6,084

Immigrants, Refugees, Asylees, and Parolees 5,982
 Dominican Rep. 1510
 Puerto Rico 889
 Colombia 653
 Ecuador 533
 Jamaica 406
 Other 1991

Europe: 1,191

Immigrants, Refugees, Asylees, and Parolees 1,157
 Poland 295
 Russia 245
 Italy 172
 Greece 113
 Romania 74
 Other 258

Africa: 262

Immigrants, Refugees, Asylees, and Parolees 233
 Nigeria 66
 South Africa 43
 Morocco 22
 Ghana 23
 Cote D'Ivoire 16
 Other 63

Near East: 338

Immigrants, Refugees, Asylees, and Parolees 296
 Ireland 153
 Pakistan 72
 Cyprus 15
 Turkey 12
 Uzbekistan 9
 Other 35

Far East: 1,569

Immigrants, Refugees, Asylees, and Parolees 1233
 Bangladesh 216
 China 220
 Philippines 207
 India 185
 South Korea 116
 Other 289

Oceania: 2

Immigrants, Refugees, Asylees, and Parolees 2
 Australia 1
 New Zealand 1

Foreign Students 102

Jamaica 15
 Colombia 11
 Trinidad & Tobago 9
 Brazil 8
 Ecuador 7
 Other 52

Foreign Students 34

Poland 6
 Greece 6
 France 3
 United Kingdo 3
 Germany, Russia 2
 Other 14

Foreign Students 29

Senegal 6
 Togo 5
 Ethiopia 3
 Morocco 3
 Other 12

Foreign Students 42

Cyprus 20
 Pakistan 11
 Turkey 8
 Israel 2
 Yemen 1

Foreign Students 336

Japan 95
 Bangladesh 67
 South Korea 62
 China 29
 Hong Kong 22
 Other 61

Appendix E

Guidelines for Developing a Multicultural Curriculum: Levels of Change and Decision-Making

(A) THE "WHAT" OF CURRICULUM OR CONTENT:

- goals and objectives exemplify a multicultural/pluralistic, orientation.
- content is offered from a variety of perspectives or is meaningful to/accessible to many points of view, cultures etc.
- content is derived from a range of sources and avoids dependency on mainstream print media and secondary sources.
- content is related to real world events, real life contexts and pressing human questions or dilemmas.
- specific content is linked to and embedded in an interdisciplinary perspective.
- content is presented as evolving and complex vs. linear and finite.

(B) THE "HOW" OF CURRICULUM OR INSTRUCTION:

- attends to different learning styles or ways of knowing.
- fosters an atmosphere of peer-peer learning, interdependence and support, with the teacher as a co-constructor of knowledge
- provides many opportunities or structures to acquire information.
- encourages the sharing of alternative perspectives
- builds upon student interest and strengths and links what occurs in school/college to what occurs in students' local communities
- affords ample opportunity for practical application manipulation and personal/intellectual reflection
- challenges students to try new behaviors, skills

(C) THE "TOOLS" OF THE CURRICULUM

- materials (texts, books, photos, posters, films, computer software, manuals or study guides, etc) are representative and balanced (i.e., terminology, illustrations, examples used, depiction of various groups, language classroom environment allows for a variety of interaction patterns and levels of communication
- the community is used as a curricular support and resource (places and people)
- a variety of instructional and technological aids are employed

(D) THE "TEST" OF THE CURRICULUM OR ASSESSMENT

- assessment instruments respond to different learning styles, modalities
- provides students with multiple ways to demonstrate competence and to succeed.
- allows for individual 'competitive' assessment as well as group 'cooperative' assessment
- is both quantitative and qualitative in nature
- is instructive to the student as well as a measure of mastery
- is content, skill, process, affect and goal-driven
- assesses the cognitive continuum (from recall to higher level thinking)
- allows for continuous (formative and summative) evaluation as well as self-evaluation

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