

**A Paradigm for Multicultural Course Change:
Course Components by Goal and Level of Change**
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Multicultural Goal	Course Component*	Level 1	Level 2	Level 3
1. Help students acquire a more accurate and comprehensive knowledge of the subject matter. 2. Enhance understanding of the history, traditions, and perspectives of specific groups. 3. Help students develop critical perspectives on their field.	Content	Traditional; diverse perspectives limited to a few sessions and/or serve to support traditional views.	Diverse perspectives infused and analyzed throughout the course. Various cultural groups and their historical experiences studied and analyzed.	Social realities and conflict in U.S. and world societies critically analyzed. Construction of knowledge in the discipline analyzed. New framework synthesizes old and new perspectives.
4. Support diverse students' acquisition of subject matter knowledge and skills.	Instruction	Exclusive or primary use of instructor-centered methods (e.g., lecture-discussion). Focus on memorization and analysis.	Incorporation of a variety of research-based methods that support student engagement and learning. Incorporation of culturally consonant methods of instruction. Activities promoting analysis, creativity, and application.	Systematic creation of a community of learners; sharing of power. Strategies communicate high expectations for achievement, capitalize on students' experiences and strengths, and include opportunities for participation, choice, and personal growth.
1, 2, 3, 4, 7	Assessment	Reliance on a single method.	Implementation of a variety of methods. Methods accommodate students' strongest strategies for expression of acquired knowledge and skills.	Engagement of students in authentic forms of self-reflection, evaluation, and change. Methods encourage meaning making, synthesis, & application.
4. Support diverse students' acquisition of subject matter knowledge and skills. 5. Help students value diversity and equity. 6. Encourage students to accept themselves and others. 7. Equip students to work actively toward social change.	Classroom Interactions	Little or no attention to culturally consonant equity in participation; ignoring of oppressive behavior.	Efforts made to address culturally consonant equity in participation. confront biases as they arise, and ensure respectful interactions. Explicit communication of high standards and ability affirmation.	Systematic planning and implementation of strategies that promote equity, address oppression, and support cultural competence. Planned opportunities for cross-group interactions with a common goal.

*Categorization of goals and activities by course component provides a framework for thinking about course change. In practice, the components overlap considerably, and any given multicultural goal should be addressed all four components.