**ABSTRACT**

Competency-based education (CBE) has the potential to be a powerful lever for access and equity in higher education. Integrating multiculturalism into CBE programs can further promote equitable educational outcomes across achievement gaps. In an effort to develop a University wide scalable model to identify and revise courses with achievement gaps several steps were developed including frameworks for identifying root causes of inequitable outcomes, and proposed solutions to address these challenge within the Nursing and Health Sciences Program. The project combines elements from the proof of concept gateway course analysis and the Pyramid of Inclusion model to provide replicability and scalability to curriculum change processes and application of the framework and strategies across courses and programs.

**OBJECTIVES**

1. Identify and describe an environment of inclusion and multiculturalism using CBE.
2. Identify how knowledge, professional, and personal experiences are shaped by the diversity of contexts (e.g. cultural, social, racial, political, economic, global perspectives, historical trends, current events and future directions).
3. Identify skill development that promotes competency mastery without excluding learners on the basis of nonessential skills.
4. Analyze diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge related to multicultural education.

**PROJECT PLAN**

The University needed a scalable model to identify and revise courses with achievement gaps. Through this project a framework was initially developed for identifying root causes of inequitable outcomes and proposed solutions to address the causes within our control. This project builds off of the proof of concept gateway course analysis and the Pyramid of Inclusion Model. This project also aims for replicability and scalability to the extent to which this framework and solutions can be applied across courses and programs.

**Strategic Importance**

The project is key to the University’s mission statements:

- The University believes that a diverse learning community is critical to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university.
- The University values human potential and is committed to being an inclusive and culturally competent institution.
- The University strives to promote equity within and beyond our community through intentional actions and the transformative exchange of ideas.

**MULTICULTURAL DESIGN PRINCIPLES INTEGRATED INTO CURRICULUM DEVELOPMENT**

**Guiding Principles and Application in the Course Room**

While diversity is often described in terms of gender, age, physical appearance, ethnicity, religious identity, and sexual orientation, these categories are considered surface-level or demographic diversity. On a deeper level, diversity is defined as personality, values, attitudes, knowledge, and preferences.

**Guiding Principle**

- The content and tone of our courses support diversity and incorporate inclusive language that respects diverse cultural, intellectual, abilities, values, and beliefs.
- Evaluate content and tone of materials within the context of the principle.
- Use a balanced perspective when inclusive cultural, emotional, and contextual tones.
- Consider that the learner’s first language may not be English.
- Anticipate the needs and interests of diverse audiences.
- Present alternative readings or resources in a study.
- Consider which learner study options would best serve learners from backgrounds I can’t necessarily anticipate?
- Present multiple deliverable options in Assessments.
- Create grade book, rubric, and platform that allows learners from different backgrounds to integrate to their own experience with course content.
- Consider ADA compliance in interactive activities.
- Give learners options for how to present their research.
- Provide multiple means of engagement.
- Consider which deliverable options best anticipate the various technical backgrounds and personal experiences of a wide variety of learners?
- Provide discussions that allow learners to share diverse backgrounds and experiences to help broaden understanding of different cultures’ experiences.
- Consider disabilities, race, gender, profession, and general learner privacy when asking learners to speak about themselves in discussions and other forums.
- Give learners options for how to provide reflections.
- Provide multiple means of engagement.

**Case Study**

The current syllabus should accurately reflect multicultural changes. A comparison of syllabi with actual course instruction will validate that the multiculturalism of some transformed courses is not reflected in their syllabi, while some courses with obviously multicultural syllabi do not demonstrate multicultural in practice.

- All course goals, including multicultural goals, should be measurable student outcomes, articulated in learning goals, and their attainment monitored.
- Syllabi constitute a major course for external evaluation of program quality, including measuring: 

**REFERENCES**


