



Educational Considerations

Volume 11 | Number 2

Article 3

9-1-1984

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Recommended Citation

Harris, Mary McDonnell (1984) "Preparing Educators for a Multicultural Society," *Educational Considerations*: Vol. 11: No. 2. <https://doi.org/10.4148/0146-9282.1735>

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Our college has set the course for a multidimensional approach to development of curriculum responsive to multicultural issues.

Preparing Educators for a Multicultural Society

by Mary McDonnell Harris

Since 1979, the College of Education at Kansas State University has actively sought to develop curricula responsive to the demands of a multicultural society. This article provides a description of what we have done as a partial roadmap for others who wish to infuse multicultural learnings into an existing curriculum.

Our curriculum development endeavor began with gradual evolution of a common vision of the future and with assessment of student, institutional, and community resources which might support multicultural education. While both of these processes, envisioning and assessing, are ongoing, both deserve early attention as they are so essential to the scope of the curriculum which will eventually emerge.

Envisioning the Future

In its multicultural effort, the college has tried to be influenced by both our current commitment to educational equity and our beliefs about the needs of the future U.S. population. We know that 25 percent of all public school students in 1982 were ethnic minorities and that a similar demographic pattern is emerging in private and parochial schools (McNett, 1983). Authorities expect that by 2000, the major cities of the United States will be predominantly minority. All schools of the future will be staffed by women and men who must be committed to educational equity.

While Kansas is not a state currently experiencing dramatic change in ethnic composition, the grad-

uates of teacher education programs at Kansas State University find themselves employed as educators in many other states and countries. Those students who will work in multiethnic schools must be ready to teach ethnically diverse learners. Those students who will work in culturally homogeneous schools must be prepared to accept the challenge of enabling learners having limited experience with diversity, to bridge cultural differences as they become contributing citizens of their nation and the world.

Assessing Resources

A land grant university founded in 1863, Kansas State University has an historic mission to prepare students to become effective citizens of a democratic society and to enter into an occupation or profession (KSU Bulletin, 1983-84). The university's early strength in practical technology continues to attract students from developing countries, who provide, individually and through the International Student Center, one important resource for multicultural education.

Programs to assist low-income, minority, and physically limited students are provided at Kansas State University through the Minority Affairs Office of the Center for Student Development. The services of this office and of the Women's Resource Center, also part of the student affairs program, have supported efforts in multicultural education in the college, as have academic units participating in the interdisciplinary women's studies, South Asia, and gerontology programs. The Minority Resource/Research Center in Farrell Library is an additional academic resource.

Other support was found within the College of Education. Most immediately useful were the human and material resources of the Midwest Race and Sex Desegregation Assistance Centers originally funded at KSU in 1978. Attitudinal readiness for multicultural curriculum development existed among the faculty because of personal commitments and our involvement with several earlier projects. During a long history of Title III funding, the college faculty has taught and learned from many doctoral students who are/were faculty at traditionally black institutions of higher education. These students have shared in forming the college vision of multicultural education and, through their research, have provided important local resources for curriculum development. Other funded projects—Teacher Corps, Desegregation Institutes, Dean's Grant projects for infusing special education content into the regular teacher education curriculum—have helped to provide the climate within which a multicultural task force was formed by former Dean Jordan Utsey in 1979.

Multicultural Curriculum Development, Phase I

The Multicultural Task Force was made up of two faculty members from each of the college's three departments and a chairperson. The task force added to

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its membership representatives from the Midwest Centers and graduate students. Its initial meetings in the fall of 1979 focused on the accomplishment of three major goals:

1. to develop a working definition of "multicultural education" for adoption by the college.
2. to secure visible administrative support for its efforts.
3. to plan a program of staff development in multicultural education leading to infusion of multicultural content into the college curriculums.

The first of these goals has not yet been attained. While the task force and the college, through task force efforts, have examined many definitions of multicultural education, few existing definitions express the range of cultural diversities encompassed by our conceptualization. While not adopted by any group, our working definition applies the term "multicultural education" to any educational endeavor concerned with awareness and elimination of racism, sexism, elitism, handicapism, and/or ageism and affirmation of the worth and dignity of each individual. The inclusiveness of this definition is one key to the success of our effort: every educator can find at least one aspect of this conceptualization that provides a personal frame of reference to which its other components may be related.

A second key to the success of the task force's efforts lies in accomplishment of its second goal. Tangible administrative support for the multicultural effort has included the visible participation of deans in collegewide multicultural activities, the repeatedly stated expectation of the dean that faculty would participate in multicultural staff development, and funding. The dean has provided \$200 from operating funds for each of nine curriculum development participants for each of three years and additional monies to cover the cost of books and consultations. The appointment of a department head to chair the task force has simplified the communication and management tasks related to its operation.

Attainment of the third goal led to the task force's coordination of a general staff development program with several components and of the annual curriculum development project described in the next two sections.

Collegewide Staff Development

The task force initiated several activities to bring multicultural education to the attention of the entire college including faculty, staff, and, to some extent, students. It set out to present programs at regular and specially called college meetings, to publish a thrice-yearly newsletter, to conduct special interest seminars and programs, and to prepare announcements, displays, and bulletin boards. The intent of these efforts was to make multicultural education a pervasive element in the life of the college.

Two day-long, collegewide conferences have been coordinated by the task force, and both have

served as benchmarks in the direction of its energies. The first conference, held in the summer of 1980, kicked off the staff development emphasis by introducing basic concepts and issues in multicultural education. The second, conducted in spring 1983, emphasized research and development in multicultural education and occurred in a climate that enabled evaluation of our progress alongside the results of our NCATE evaluation. During this period, we redirected our effort as described in the final sections of this chronicle.

Special interest seminars conducted by the task force have varied in format from year to year. One year, we conducted a monthly noon session featuring a film with relevance for multicultural education and followed by discussion. Another year, we organized bimonthly resource presentations by persons affiliated with campus and community agencies which provide services to diverse populations. A more recent series uses a book discussion format inspired by the Women's Studies curriculum development project modeled on ours. The discussion sessions have focused on recent literature with implications for multicultural education, with a copy of the book provided by the dean to any faculty or staff member who will read and discuss it. Books employed to date include the Sadker's **Sex Equity Handbook for Schools** (Longman, 1982); Richard Roderiguez', **Hunger of Memory: The Education of Richard Roderiguez** (Goddine, 1981); and Carol Gilligan's **In a Different Voice: Psychological Theory and Women's Development** (Harvard U. Press, 1982).

The Curriculum Development Project

Begun in the fall of 1980, the Multicultural Curriculum Development Project ran for three cycles using a format which was modified from year to year in response to feedback from the participants. Each year, nine faculty members recommended by the task force for selection by the dean were chosen from volunteers to participate in a series of staff development experiences and to revise one course to more nearly reflect concern for multicultural education. The task force recommended volunteers who represented the three departments of the college and/or departments outside the college, who taught courses likely to impact the largest number of students, and who as a group, provided as much diversity as possible.

Participants were led by task force members, consultants, and former participants in five seminars designed to help them:

1. Acquire knowledge of the philosophy, theory, and application of multicultural/nonsexist education.
2. Increase awareness of current issues in multicultural education.
3. Acquire knowledge of contemporary and historical cultural experiences of ethnic, racial, and cultural groups and of men and women within them.

TABLE I
COURSES REVISED IN DEAN'S MULTICULTURAL CURRICULUM PROJECT, 1980-83

Course	Faculty
EDCI 050 Developmental Reading Lab	Charles E. Heerman
COURSES IN BASIC TEACHER EDUCATION PROGRAMS	
EDAF 215 Educational Psychology I	Bernard M. Frank Thomas S. Parish
EDAF 315 Educational Psychology II	Bernard M. Frank
EDCI 300 Principles of Elementary Education	Paul R. Burden
EDCI 316 Introduction to Instructional Media	Barbara Newhouse
MUSIC 405 Music for Elementary Teachers	Charles E. Brookhart
EDCI 415 Principles of Secondary Education	Loren R. Alexander
EDCI 473 Mathematics For Elementary Schools	V. Ray Kurtz
EDCI 585 Teaching Participation in the Elementary School	Michael F. Perl
EDCI 586 Teaching Participation in the Secondary School	Michael F. Perl
EDCI 600 Reading with Practicum	Clyde G. Colwell
EDAF 611 Educational Sociology	Richard G. Hause Robert J. Shoop
EDAO 610 Occupational Home Economics	Joyce J. Terrass
EDAO 621 Program Planning in Vocational Education	Mary Evan Griffith
EDAO 620 Principles and Philosophy of Vocational Education	Janice R. Wissman
COURSES IN ADVANCED PROGRAMS	
ADMINISTRATION	
EDAF 835 The Principalship	Alfred P. Wilson
COUNSELING AND STUDENT PERSONNEL SERVICES	
EDAF 892 Ethics and Issues in Counseling	Margery A. Neely
EDAF 832 The Community/Junior College	Floyd H. Price
EDAF 924 Systems and Theories of Vocational Counseling	Margery A. Neely
ADULT EDUCATION	
EDAO 614 International Education	Robert G. Meisner
EDAO 825 Theory and Practice of Continuing Education	David C. Williams
EDAO 892 Issues in Adult Education	Michael Collins
CURRICULUM AND INSTRUCTION	
EDCI 686 Introduction to Microcomputers in Education	H. Custer Whiteside
EDCI 760 Educational Technology	John A. Hortin
SPECIAL EDUCATION	
EDAF 633 Remediation of Learning Disabilities	Norma J. Dyck
EDAF 893 The Consulting Process in Special Education	Peggy A. Dettmer

4. Become familiar with minority group and women's contributions to American society.

5. Learn to recognize bias in curricular materials, assessment procedures, and school policy.

6. Become familiar with and use resources that are nonsexist and multicultural.

7. Learn and apply strategies for introducing multicultural/nonsexist concepts into courses in one's speciality. (**Report to the Dean**, 1980-81, 1981-82, 1982-83.)

Seminars were interspersed with sessions in which participants discussed their courses with one another and reported on implementation of new approaches and resources. Course revisions undertaken through this process and the faculty responsible for them are reported in Table I. Revised syllabi or other materials associated with the course revisions are assembled in annual reports to the dean.

Near the end of the second year of the curriculum development project, the college's programs were reviewed for accreditation by NCATE and Kansas State College of Education teams. The evaluation reports documented what may have already struck the reader of Table I. Each student in basic teacher education programs had an opportunity for a solid grounding in the concepts of multicultural education. In graduate programs, however, the exposure of every student to multicultural perspectives in that discipline was not clear.

Meanwhile, the task force had another concern. While many college courses were being impacted by the curriculum development model and considerable interaction among faculty representing the various programs was occurring, there were no means of assuring curricular balance within programs nor sequence within programs.

Multicultural Curriculum Development, Phase II

As the task force began its fifth year, its membership was revised to include a representative from each of the ten graduate programs in the college. Members and the programs they represent are given in Table II.

Task force goals for the foreseeable future included:

1. to continue efforts to make multicultural education visible within the college and university.

2. to lead the development of goals for multicultural education by defining desired student outcomes for graduates, collegewide and by program.

3. to document the means by which the college curricula enable students to meet goals in multicultural education.

4. to involve educators outside the college in efforts to strengthen support for multicultural/nonsexist education* in Kansas.

A 24-hour retreat sponsored by the KSU Women's Studies faculty and task force provided an important first step in realizing the new goals represented here.

At the retreat the task force worked with representatives of university faculty, the Center for Student Development, the state Department of Education, public school administrators, teachers, and counselors to describe the ideal educator from a multicultural perspective. We also generated a series of action plans from which agendas for the coming year will be set. While the task force continues its collective work, individual members will work with the faculty in their respective disciplines to assess graduate curricula and to lay the groundwork for continued development.

TABLE II
MULTICULTURAL TASK FORCE
BY PROGRAM AREA

Faculty	Program
James B. Boyer	Curriculum and Instruction
Peggy A. Dettmer	Special Education
Mary Evan Griffith	Home Economics Education
Richard G. Hause	Secondary Education
Robert G. Melsner	Adult Education
Margery A. Neely	Counseling & Student Personnel Services
Robert C. Newhouse	Educational Psychology
John D. Parmley	Agriculture Education
Robert J. Shoop	Administration
Nancy J. Smith	Elementary Education
Minnie Belle Dawkins	student
Larry B. Harris	student
Mary M. Harris	chairperson

Already it seems clear that curriculum development in the various program components will proceed along different lines. Some faculty, committed to the infusion model applied thus far, will fine tune the syllabi of their several courses to provide sequences leading to attainment of demonstrable student outcomes. Other faculties perceive the need for a separate course late in programs in which multicultural learnings can be synthesized and applied in the workplace. In all programs, clearer definition of student outcomes will enable better evaluation of achievement creating the means for effective curriculum evaluation.

Challenges for the Future

Our college has set the course for a multidimensional approach to development of curriculum responsive to multicultural issues. But we, and our institution, have many steps to take in developing an

*Because the definition of "multicultural" used by the college includes the concept of "nonsexist," no distinction is made by us. Communication beyond the college demands the clarity of both terms.

environment in which that curriculum can best be delivered.

Minority student and faculty recruitment is one area we must address. In 1979, when 25 percent of all public school students in the United States belonged to minority groups, 14 percent of elementary and 11 percent of secondary teachers were minorities (Sandoval, 1983). The recruitment of minorities into the teaching profession as it serves an increasingly minority student body must be a priority. Minority pre-service and inservice teachers survive best with role models. Thus, faculty recruitment must become a priority as must continuing strong emphasis on the student services which support student success in the university environment.

Providing for greater involvement of the university community in development of multicultural curriculum must occur. As the general education portion of the teacher education curriculum becomes more supportive of this effort, more can be expected of beginning teachers. The task force must find ways to expand its constituency to include general education faculty and specialists in the content of the teaching fields.

It is evident from this chronicle that NCATE standards have had a powerful influence on our curricular effort in multicultural education. Commitment to this effort must not be allowed to erode if the focus of NCATE standards should shift. To deny the importance of multicultural education is to turn one's back on the future. In this period of change, *state* teacher education accreditation standards must give pervasive attention to multicultural education. School district accreditation standards and guidelines for the approval of district inservice education plans must re-

quire staff development in multicultural/nonsexist education.

Many other areas (cultural bias in student and faculty evaluation, response to acculturated learning styles, eliminating bias from methods and materials of instruction) must be addressed as well. For any teacher education institution, however, its own curriculum provides a good place to start with multicultural education, for curriculum is our area of expertise, and curriculum is an entity that faculty control. If multicultural curriculum development employs a variety of approaches and is open-ended, it can open the door to continuing means of better preparing educators for the future.

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