

ACED 3800
Multicultural Workforce Issues
(3 Credit) SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Monir, H.T. (1996), *The Management of a Multicultural Workforce*. (Latest edition) John Wiley & Son Ltd. West Sussex; England.

Please visit the VSU Bookstore online at: <http://services.valdosta.edu/bookstore/>

COURSE DESCRIPTION

Examination and exploration of multicultural workforce issues present in today's workplace environment. The emphasis of this course focus is on the development of pertinent dispositions, skills, and abilities to understand and appreciate the multiple diverse workplace dynamics and perspectives that help students be successful in the global workplace.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to the course)

I. CONTENT AND CURRICULUM: Professionals demonstrate a strong knowledge of content area(s) appropriate for their positions in the workplace.

II. KNOWLEDGE OF EMPLOYEES AND THEIR PARTICIPATION: Professionals support the intellectual, social, physical, and personal development in relation to workplace skills.

III. WORKING ENVIRONMENTS: Professionals create working environments that encourage positive social interaction, active engagement in learning, and self-motivation in relation to topics on multiculturalism in workplace.

IV. ASSESSMENT: Professionals understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of multiculturalism practices in the workplace.

V. PLANNING AND IMPLEMENTATION: Professionals create positive work experiences based on their knowledge of content and mastery in multiculturalism topics.

VI. PROFESSIONALISM: Professionals recognize, participate in, and contribute to multiculturalism efforts in their profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

- CO1. Explain multicultural workforce in the United States in terms of (a) its missions, (b) contexts, (c) business areas, (d) populations served, and (e) equal opportunity; (COE CFS I, II)
- CO2. Describe how immigration, migration and industrialization are related to the multicultural workforce; (COE CFS I)
- CO3. Explain the major U. S. federal legislations that affected the growth and development of multicultural workforce; (COE CFS I, VI)
- CO4. List and describe the various sociological, political and economic factors that have and are currently changing multicultural workforce; (COE CFS I)

- CO5. Describe the current issues that are influencing multicultural workforce integration; (COE CFS I)
- CO6. Explain the emerging trends in multicultural workforce; (COE CFS I, II)
- CO7. Describe the role of human resource development in the multicultural workforce; (COE CFS I)
- CO8. Synthesize the major values of a multicultural workforce to develop a comprehensive personal philosophy statement (COE CFS I, II, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Module	Topics	Activities
1	<ul style="list-style-type: none"> • Introduction & Orientation • Course Syllabus & General Overview of the course 	<ul style="list-style-type: none"> • Post personal information online • Post & discuss the concept and spirit of the topic
2	<ul style="list-style-type: none"> • Multicultural workforce in the United States in terms of (a) its missions, (b) contexts, (c) populations served, (d) equal opportunity 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion
3	<ul style="list-style-type: none"> • Major U. S. federal legislation that led to improvement of multiculturalism practices in the workplace 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion
4	<ul style="list-style-type: none"> • Historical perspectives on how immigration, migration, and industrialization are related to the multicultural workforce 	<ul style="list-style-type: none"> • Mini-Assignment: Research and report • A component of Field Study
5	<ul style="list-style-type: none"> • Major challenges that are influencing American employees in dealing with multiculturalism 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion
6	<ul style="list-style-type: none"> • The current political issues that affect multiculturalism 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion • A component of Field Study
7	<ul style="list-style-type: none"> • The advantages and disadvantages of a multicultural workforce 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion
8	<ul style="list-style-type: none"> • The emerging trends in the multicultural workforce 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion
9	<ul style="list-style-type: none"> • The workplace multicultural initiatives that improved workers performance 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion • A component of Field Study
10	<ul style="list-style-type: none"> • The exemplary approach to improve relationship among diverse workers groups 	<ul style="list-style-type: none"> • Mini-Assignment: Research and report • A component of Field Study
11	<ul style="list-style-type: none"> • The role of human resource development in the multicultural workforce 	<ul style="list-style-type: none"> • Mini-Assignment: Research and report
12	<ul style="list-style-type: none"> • Reflection In-Action Exercise: Multicultural initiatives which positively impact workers' performance 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion • A component of Field Study
13	<ul style="list-style-type: none"> • Reflection On-Action Exercise: Multicultural initiatives which negatively impact 	<ul style="list-style-type: none"> • Book and internet reading • Online discussion

	organizational performance	• A component of Field Study
14	• Synthesis of the major issues in a multicultural workforce	• Online Final Examination

NOTE: The instructor reserves the right to revise the course outline as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.

COURSE EVALUATION

Student performance will be formally assessed through the aforementioned assignments and examinations. The following is the course assessment criteria:

Field Study	350 points
Final Examination	150 points
Mini Assignment	150 points
Threaded Discussion	350
Total	<u>1000 points</u>

NOTE: Scores will be posted in BlazeView within approximately one week of the due date of each assignment. It is the student's responsibility to check the gradebook in BlazeView each week, and to discuss any questions or discrepancies with the professor *no later than one week after a score is posted.*

Evaluation of student earning gain will then be based on the following grading scale:

- A = 900 -1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = Below 600 points

ATTENDANCE POLICY

For attendance purposes, students are required to access and participate in course discussions in BlazeView with a minimum of TWO DIFFERENT DAYS each week. Participating only one day will result in one absence for the week. Not participating in course discussions during a week will result in two absences for that week.

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. The following points may be deducted from the **final course average**:

- 0-3 absences = final course average not affected
- 4 absences = 2 points deducted from course average
- 5 absences = 4 points deducted from course average
- 6 absences = 6 points deducted from course average
- 7 absences = 8 points deducted from course average
- 8 absences = 10 points deducted from course average

- 9 absences = 12 points deducted from course average
- 10 absences = student dropped from course with "F"

Please review the *Distance Learning Policies and Procedures for Online Attendance* at:
http://www.valdosta.edu/distance/online_attendance.shtml

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall-South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: