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ACCULTURATION AND MULTICULTURALISM OF STUDENTS IN SECONDARY LEVEL EDUCATION PROGRAMS

by

RACHELLE WARREN

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF EDUCATION

2016

MAJOR: CURRICULUM & INSTRUCTION

Approved By:

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Advisor Date

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DEDICATION

To Nichollette E. Hoard,

may God continue to bless you Pretty!

With all my love,

Momma

ACKNOWLEDGEMENTS

Although it has been an unparalleled adventure, working to complete this study for my Doctoral Dissertation Project proved to be a long journey for me these past six years, and my first Advisor encouraged me to enjoy it. I wish to initially thank God for allowing me to experience this opportunity. Next, I want to thank my Mother for bringing me to Wayne State University on the bus, when I was just 17 years old. I also pray that my Father, Sisters, Nephews, and all the other extended family members are aware of the great love I have for them, and how much their support has always been so deeply appreciated.

I am grateful for the help provided by my colleagues and mentors in the field of education. I especially appreciate the assistance and time that was so diligently granted to me by the Faculty, Advisors, and Administrators at Wayne State University. Associations with my church family, employment in business and industry, and experiences as a Teacher at the secondary and post-secondary levels, have developed my character and made me the person that I am today.

Most of all, words cannot express what my Daughter's encouragement has meant to me before and during these years of study. You have held me up, My Love, and I could never repay you for the gifts of calm rationality and patience that you exhibit untiringly and still try to bestow upon me. Thank you so much. Even though he is not alive to celebrate this accomplishment, I also wish to thank my loving Husband, who planted the seeds for obtaining my desires.

Finally and now, to Ms. Charlotte Cody (the best Teacher in the world), and to all my students – for those who loved me and those who did not – this project honors your memory, as I do realize that I am the Educator who has learned so much from you. Rachelle Warren, Teacher

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CHAPTER 1 INTRODUCTION

Background

Educational Developments Excluding Nontested Subjects

A number of educational reform policies have been enacted so graduates will be prepared to enter post-secondary education and the workforce. Some have evolved over time, from the development of *A Nation at Risk* (1983), to No Child Left Behind Legislation (2001) with its changes/revisions, and The Race to the Top (2009) initiative. These key lawmaking guidelines are cited because of the significant impact and enduring effects that each has had on the content of curriculum for teachers and their students. Some major components of these legislative mandates are listed below.

A. These policies supported high-stakes testing and accountability with a specific focus on common core subject areas (i.e., math, English, science and social studies).

B. Compliance with each rule involved making changes to instructional methods that were primarily geared toward evaluation and assessment using standardized testing prompts. Yet, students' results still need improvement for a number of reasons, and according to Eisner (1979), standardized test scores are not indicative of their total academic ability, as competence may not be adequately displayed if learners are not able to properly convey the knowledge that has been retained (pp. 11-13).

C. A primary focus on teaching only the content of test-related information in common core subjects reduced the instruction of other important course content, which was determined by Au (2007) who conducted a qualitative

metasynthesis that analyzed the effects of high-stakes testing on curriculum, and concluded:

> Despite some researchers' claims to the contrary, the findings of this study suggest that high-stakes tests encourage curricular alignment to the tests themselves. This alignment tends to take the form of a curricular content narrowing to tested subjects, to the detriment or exclusion of nontested subjects. (p. 263)

This "narrowing of curriculum" (Au, 2007, p. 259; Eisner, 2001, pp. 368-369, 372) that emphasized primarily teaching test content, excluded instruction acknowledging the dynamics of a new student body and its characteristics. In discussing the concept of educational reform, Eisner (2001) observed that the "Curriculum gets narrowed as a result of school district policies", and added "… the function of schooling is to enable students to do better in life. What students learn in school ought to exceed in relevance the limits of the school's program" (p. 281).

There are both domestic and international learners in the classroom, because of what Lee (1992) referred to as "the rapidly changing demographics of the American population, which is increasingly ethnically and linguistically diverse" (p. 279). To realize a substantial improvement in standardized test scores for an increasingly diverse population, instructional modifications that teach application skills are required, which will help students more fully understand what is being taught, promote acculturation techniques, and enhance their learning processes.

Acculturation is discussed and defined as "The dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (Berry, 2005, pp. 697-712), and it is also described as "A bicultural or multicultural adaptive process in which individuals of two or more cultures change as they encounter one another, rather than as a unidirectional assimilation of host country values and attitudes" (Kurtz-Costes & Pungello, 2000, p. 121). Considering the need for a proposed solution

that will address ways of increasing students' academic performance in the areas of reading, writing, and comprehension, Lee (1992) offered the following recommendation:

> The challenge is to identify what knowledge and practices in family and community life have in common with what schools aim to teach. Where common ground exists, these community-based concepts and practices may serve as bridges that expert teachers use to guide students in instructional tasks. (pp. 279-280)

Educational Reform

Obtaining high-level test scores on standardized assessments, through the use of federally-mandated education reforms, was emphasized and purported to give students a competitive edge for entrance into post-secondary education and the workforce. For example, in *A Nation at Risk*, which was developed by the National Commission on Excellence in Education (1983), it was stated that the purpose of educational reform at that time was for the sake of maintaining success on the global stage:

> If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all – old and young alike, affluent and poor, majority and minority. (p. 7)

Similarly, Eisner (2001) noted that "Education has evolved from a form of human development serving personal and civic needs into a product our nation produces to compete in a global economy. Schools have become places to mass produce this product" (p. 370). Hence, the purpose of education changed from a student-centered focus to a primary concern for national competitiveness on the global stage.

As legislators accepted educational reform with this purpose, steps in the process of learning became deemphasized (Eisner, 2001). To become a productive global citizen, students first graduate, and in order to do so, they must learn content and eventually master the learning process.

When educators present new ideas, the goal is to impart relevant foundational and background knowledge that individuals can actually use for real life scenarios; however, the cookie-cutter version of instructional content that is being taught to accommodate standardized testing, in order to meet indicators of potential for global competitiveness, does not necessarily provide students with the application skills needed to fully understand the academic content presented to them and to communicate the levels of knowledge that they have obtained (Eisner, 2001).

Limitations of Educational Reform and a Proposed Solution

As Eisner (2001) indicated, "the level of the nation's global competitiveness remains at risk" (p. 367). This situation has occurred not only because of students' low academic performance in the areas of reading, writing, and comprehension (as a result of not having obtained the grade level skills required), but there is also a lack of demonstrated critical socialization skills inherent with the knowledge of acculturation and multiculturalism. Supports for these two assertions are outlined below.

A. **Problem – students' low academic performance perpetuates a nation at risk.** American students at the elementary and secondary levels produced low standardized test scores in reading and math, in comparison with the achievement of learners in other countries at the same grade levels, as reported on the 2013-2014 National Assessment of Educational Progress, completed by the National Center for Education Statistics (2013/2014). In response to these results, and when referring to the phrase "American students", there has to be an acknowledgement that the composition of student body participants has dramatically changed in the U.S. during recent years,

and the content of curriculum presented to them must also be revised in order to accommodate the transformation of our country's demographic structure. Lee (1992) stated:

> Three current conditions have caused American schools to consider the educational importance of the knowledge base that students construct through their social and language practices outside the school: 1. The rapidly changing demographics of the American population, which is increasingly ethnically and linguistically diverse; 2. the exponential growth of knowledge and skills that our technological society requires; and 3. the failure of American schools to teach analytical skills to the "mainstream" students and its failure to teach even the most basic skills to children … (p. 279)

B. **A lack of demonstrated socialization skills and a proposed solution.** Lee (1992), Kurtz-Costes and Pungello (2000), and Chan (2006) indicated that educators must take into consideration the experiences that students have acquired and bring with them to the classroom, because of the changes that are taking place in American society today (i.e., issues that relate to a transforming population and its resulting economy, new workforce requirements, and the demand for increased academic knowledge). Learning techniques to help manage these new circumstances support a need for curriculum and instructional strategies which address the implications of contemporary events, so that both international and domestic students will gain the skills they require in order to properly adjust. A lack of demonstrated socialization skills may be attributed to a limited understanding of American culture and societal norms, as well as the substance of curriculum introduced. Knowledge of concepts associated with acculturation and multiculturalism will assist individuals who are not completely familiar with some of the

developments that Lee (1992) discussed, as they will be able to learn more about this time of emergent transition, obtain life skills coping mechanisms, share ideas, and discuss their concerns. Information that they have already acquired from "social and language practices outside the school" (Lee, 1992, p. 279) will be enhanced with the instructional content strategies proposed as a result of this research study.

Reasons for Teaching Acculturation Skills

Kurtz-Costes and Pungello (2000) provided the following explanation to assist teachers with disseminating instructional methods that propose revisions of the current strategies, and add to those which will promote a more "culturally sensitive" (p. 123) approach to creating and implementing curriculum:

> Teachers who have newly arrived immigrant children in their classes are likely not only to face a language barrier but also to have miscommunications with these children and their parents because of cultural differences in assumptions and beliefs. At the same time, immigrant children provide a rich opportunity for teachers to create a multicultural environment that will enhance the learning of all their pupils. (p. 121)

These theorists also discussed the effects that result from adapting to new situations and environments. They cited a number of "factors that influence the acculturation of students and recommendations for educators" (pp. 121-124). Three of the major concepts are listed in Table 1.

Table 1

Factors Influencing Acculturation of Students and Recommendations for Educators

Influences	Recommendations
Adolescents are more likely than younger children to hold and maintain cultural beliefs that are different from those of their teachers, which may influence how the adolescents behave in the classroom.	Teachers of adolescents need to be particularly mindful of the possible differences in cultural beliefs that may exist between teachers and their students.
Language skills of immigrants play an important role in acculturation. … For school-aged children, language facility is directly related to school adjustment, the formation of friendships, and emotional well-being, all of which will facilitate the child's acculturation.	Teachers should encourage increased host language facility, but not discourage a child's use of his or her native language.
Effects that stem from environmental differences could include similarity or disparity between the former and new countries [which] may also influence a child's acculturation. If religion, customs, and life-style are more rather than less similar across the two societies, acculturation should occur more easily.	Teachers need to be sensitive to the varied experiences of immigrant children, particularly those who have recently left their homelands, they should also create cultural environments that celebrate cultural diversity and encourage children to think of each other as individuals rather than as members of a cultural group.

Note: Content is from Kurtz-Costes and Pungello (2000), pp. 121-125.

They theorized that changes in students' responses, teacher characteristics, and curriculum content are major factors which should be acknowledged when the goal is to improve results of educational outcomes.

Continuing to Establish a Need for This Curriculum

Acculturation was defined by Berry (2005) as "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (pp. 697-712). It was also described as "A bicultural or multicultural adaptive process in which individuals of two or more cultures change as they encounter one another, rather than as a unidirectional assimilation of host country values and

attitudes" (Kurtz-Costes & Pungello, 2000, p. 121). Therefore, adjustments will occur for domestic and international students during their communications.

Adapting to cultural changes in society, or familiarizing oneself with "the societal adaptation process" (Delpit, 1988, pp. 280-298), is a learned behavior that has to be taught (Kurtz-Costes & Pungello, 2000). Yet, in Michigan for example, there is no mandate or reference to the development of a curriculum requirement at the secondary level that allows for discourse on gaining application skills related to acculturation and multiculturalism. It is important that citizens are able to successfully move into the realm of post-secondary education, the workforce, and other areas of society with a seamless transition and an ability to function efficiently; therefore, instructional strategies on acculturation and multiculturalism may be a necessary curriculum enhancement to reach those goals.

Chan (2006) discussed the importance of encouraging students of diverse backgrounds to collaborate and work together in the classroom. These interactions help them to learn from each other about the customs of ethnic groups that are different from their own and enhance knowledge of values and beliefs that are common in the host culture (pp. 310-311). Hence, it is important that educators adapt their instructional strategies to construct a teaching and learning environment that emphasizes communication.

Acculturation must take place domestically and internationally. Learners in classrooms need to understand and work with each other, and teachers must expand their knowledge base by becoming familiar with the learning habits of their new student populations. Thus, Chan (2006) stated:

> We have the expectation that children of ethnic minority background need to "adapt" to "our" school communities, but we may overlook that, as a host country for immigrants, we also need to explore the extent to which this relationship may be reciprocal. (p. 312)

Importance of the Research

Experiences of Knowledge Acquisition

To establish a need for this research study, a preliminary review of the research literature was performed to learn about the topic and its implications. Next, to find out if courses were being offered on application skills associated with acculturation and multiculturalism, and to determine what the substance of those classes involved, the content of public school curriculum at the secondary and post-secondary (two-year) college levels in the State of Michigan was studied using online website resources and curriculum guides that have been publicly disseminated. Course content information was also reviewed from the major city and community colleges located in the first-tier suburbs of that metropolitan area (such as Wayne, Macomb, Oakland, and Washtenaw Counties). After analyzing the coursework data and content provided by school websites and curriculum guides, it was concluded that the curriculum and related instructional strategies proposed in this research study are not being offered.

Results of the initial research activity supported the decision that curriculum and instruction for this topic will be introduced under the umbrella of business education (Career and Technical Education/CTE) at the department level. Course content can be taught with an integration of concepts across the curriculum, which include instructional technology and English-in-CTE. To define the phrase English-in-CTE, this concept is associated with an instructional approach that includes teaching core content subject matter across the curriculum and, particularly with this proposed topic, in a vocational education/business class setting (i.e., examples include English-in-CTE, math-in-CTE, etc.).

Along with the relatively low expense incurred for textbooks and supplementary materials, development of this program will result in long-term gains for individuals and society,

as disseminating instructional strategies that teach the importance of applying principles in acculturation and multiculturalism will: (a) Assist those who strive to find ways of coping with current economic and social changes; (b) help to reduce violence by emphasizing inclusion and understanding of cultural differences; (c) increase individual and group productivity; (d) promote the importance of professionalism; and (e) update technological skills.

After conducting a preliminary review of the research literature on this topic and learning about its broad definition, a determination was made that the development of strategies for curriculum and instructional content will include exploring: 1. Established cultural rules, regulations, beliefs and values; 2. Societal norms and implications; 3. Procedures, such as the unwritten and written curriculum in educational and workplace settings, governmental laws, and other formal/informal situations where social interaction is required.

As part of the research process, in addition to studying secondary and post-secondary level curriculum for content on this topic, and reviewing the research literature, a consideration was made about how to select other informational resources. To focus on gathering only relevant and specific details for this study, the recommendations of Tyler (1949) were adopted, which suggest obtaining data for educational goals and objectives from four resources: "1. The students themselves; 2. Studies of contemporary life outside the school; 3. Suggestions from subject matter specialists; and 4. Studies performed in the areas of philosophy and the psychology of learning" (pp. 1-134).

Purpose of the Study

In response to the lack of instructional content on this topic, as previously outlined, a new curriculum/course requirement will be proposed for those going into an environment that requires social interaction and educational training (such as an institution of learning at the

secondary and post-secondary levels, employment, and the U.S. immigration/naturalization process). This instruction would provide the necessary tenets and principles each learner must apply to meet the demands of institutions in education, employment, and society. A major content focus would be placed on the importance of learning and adapting the specific characteristics that are acceptable in society in order to become successful. In the area of curriculum and instruction, this is not currently a required course offering, and the need for it is dire.

Need for the Study

Kurtz-Costes and Pungello (2000) referred to the challenges that teachers are required to address in today's classroom setting. See influences and recommendations which confirm the need for this research study, as outlined in Table 1. Therefore, until these tasks have been acknowledged, instructors cannot say with certainty that the quality of education being offered is acceptable if students are not academically and behaviorally prepared to succeed upon completion of their secondary learning programs. Hence, the focus of this study is to:

1. Determine what is currently being done to develop/implement strategies for curriculum and instruction in the area of acculturation and multiculturalism.
2. Document and add to the knowledge base findings on this topic.
3. Synthesize the information compiled to define and propose effective solutions to the problems introduced in the first chapter of this document. Following data collection and analysis, if a need is demonstrated, research findings will assist with the development of a partial list for goals and objectives required to complete a proposed curriculum that could be created in the future (after the conclusion of this research study), which would include a sequence of four

units with lessons on the topic of acculturation and multiculturalism for students in grades 9 – 12 and those enrolled during their first year of attendance at the junior college level.

In addition, to assist with confirming the need for this study, the conceptual framework of Tyler (1949) will be used as a means of informing the research process in order to gather information and develop course objectives that will establish content for the proposed curriculum. Tyler (1949) discussed and recommended obtaining data from four resources: "The students themselves, studies of contemporary life outside the school, suggestions from subject matter specialists, and studies performed in the areas of philosophy and the psychology of learning" (pp. 1-134).

As for the ultimate curriculum and lessons writing procedure, an integrated theoretical approach to forming instruction may prove to be more useful when considering the information acquisition styles of learners, and the possibilities of expected/unexpected achievement outcomes. Hirsch (1987) established and implemented a curriculum on "cultural literacy" (pp. 1-272) for students in grades Pre-K through 8. This proposed study is a continuation of that effort, which will add to the knowledge base for students in grades 9 – 12 and beyond.

Research Questions

1. What is the synthesized message emerging from research studies located in government documents, organizational reports, or peer-reviewed educational and occupational journals that addresses the infrastructure and linkages of the family, religious or other faith-based community groups, nonfaith-based community systems, and education with regard to preparing students (academically and socially) for

successful acculturation into: (a) Employment/career opportunities; and (b) post-secondary education?

In other words, what overall implications are conveyed by the specified resources listed above regarding how the structure and relationships of different social entities prepare students for successful acculturation into employment/career opportunities and post-secondary education?

2. What message emerges from the resources listed in question #1 regarding students' social behaviors and how their conduct relates to potential societal successes and crises of the day?
3. From the perspectives of selected, knowledgeable informants, what infrastructures and linkages, as related to acculturation, are necessary to ensure that high school students can acquire the necessary training to become successful employees or college students?

Key Words Defined

Common meanings listed below are those universally known, the technical definitions cited are specific to this research study and those theorists directly associated with the concepts that relate to its foundational premise.

Acculturation – A term discussed and defined by Berry (2005) as "The dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (pp. 697-712); and also described as "A bicultural or multicultural adaptive process in which individuals of two or more cultures change as they encounter one another, rather than as a unidirectional assimilation of host country values and attitudes" (Kurtz-Costes & Pungello, 2000, p. 121).

Multiculturalism – For purposes of this project, multiculturalism involves the study of many cultures, so that we may learn about their different perspectives, influences, and contributions to American society.

Banks (1999), a leading theorist in this area, elaborated on different methods of disseminating knowledge about this topic, and defined The Instructional Transformation Approach for teaching multicultural education, a process which:

> Actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. Example: A unit on Thanksgiving would become an entire unit exploring cultural conflict. This type of instruction involves critical thinking and a consideration of diversity as a basic premise. (pp. 1-150)

Graduates – Refers to students leaving secondary level education with a high school diploma, GED or certificate; and graduates at the post-secondary level are individuals who have completed the requirements for an Associate, Bachelor's, Master's or Doctoral Degree Program.

Post-Secondary Education – This phrase includes any college level institution of learning, or a separate program, in which one may enroll for a degree or enhancement of job readiness skills after graduating from high school.

The Workforce – Participation as a productive member of the workforce means possessing the skills needed to get a job and successfully hold that position by sustaining the employment within various sectors of society. Examples may include business and industry, the medical field, education, etc.

Qualitative Study – Guerra-Lopez (2008) stated that "The qualitative technique requires careful and detailed observation and description, expressed through descriptive narrative rather than figures. Some appropriate ways to collect these types of data are observations, interviews, surveys, reviews of existing documents, and case studies" (p. 25).

Employment Skills – Career and Employability Skills: Content Standards and Benchmarks are provided on the Michigan Department of Education (MDE) website, and were developed "with recommended revisions by the Michigan Business Leaders for Education Excellence (MBLEE)" (Michigan.gov., 2013). This document is an addition to the MDE's existing Core Content Standards and Benchmarks. Ten employability skills are cited: 1. Applied Academic Skills; 2. Career Planning; 3. Developing and Presenting Information; 4. Problem Solving; 5. Personal Management; 6. Organizational Skills; 7. Teamwork; 8. Negotiation Skills; 9. Understanding Systems; 10. Using Employability Skills. Details and explanations for each of these categories are located on the MDE's website. Under Section #7. Teamwork, there are four Standards and Benchmarks with three sub-categories required for high school students, which specifically relate to the topic of acculturation and multiculturalism: Group Participation, Conflict Resolution, and Diversity (Michigan Department of Education, 2010). Even with this request from business and industry included in the MDE Content Standards and Benchmarks, no specific curriculum has been mandated for providing the instruction specified.

Curriculum – Tyler (1949) discussed and defined curriculum as "All of the learning of students which is planned and directed by the school to attain its educational goals" (pp. 1-134).

Training – Refers to organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him/her attain a required level of knowledge or skills (BusinessDictionary.com, 2015, p. 1); and the U.S. Bureau of Labor Statistics (2015) also defined two categories for this term:

A. Formal Training – A structured, formal, and defined curriculum; it may be conducted by supervisors, company training centers, businesses, schools,

associations, or others. Formal training includes classroom work, seminars, lectures, workshops, and audio-visual presentations.

B. Informal Training – [Instruction that is] Unstructured, unplanned, and easily adapted to situations or individuals. Examples include having a co-worker show you how to use a piece of equipment or having a supervisor teach you a skill related to your job. (U.S. Bureau of Labor Statistics, 2015, p. 1)

Needs Assessment – Rouda and Kusy, Jr. (1995) recorded four steps in this process, which allow the researcher to: 1. Perform a gap analysis; 2. Identify priorities and importance; 3. Identify causes of performance problems and/or opportunities; 4. Identify possible solutions and growth opportunities (pp. 1-5).

Chapter 1 Summary and Explanation of Chapter 2

Chapter 1 is an overview of the proposed research study, which included an introduction, background information for conducting this analysis, a statement of the problem, proposal content, and the purpose for this investigation. A list of research questions and definitions for the key terms to be used were also outlined in this section as well.

Chapter 2 contains a review of the literature as it currently exists. That discussion will explain the perspectives of major theorists whose research studies emphasize principles associated with acculturation theory, and those advocating the use of concepts which focus on teaching the importance of multiculturalism. Next, there is a summary of details regarding the advantages for connecting the topics of acculturation and multiculturalism. Then, in order to explore an initial verification of issues specified in the research questions previously listed, analytical perspectives are examined at the end of Chapter 2.

CHAPTER 2 REVIEW OF LITERATURE

Historical Foundations and Theoretical Perspectives

Acculturation

Berry (2005) defined acculturation as "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (pp. 697-712); and Kurtz-Costes and Pungello (2000) defined it as "a bicultural or multicultural adaptive process in which individuals of two or more cultures change as they encounter one another, rather than as a unidirectional assimilation of host country values and attitudes" (p. 121).

Schwartz, et al. (2010) conducted extensive research on this topic and indicated that when viewed contextually, "the multidimensionality of acculturation is simultaneously a theoretical, empirical, and applied concern" (pp. 237-251). In addition, this research is based on the definition provided by Sam and Berry (2006), who specified what it means "to be acculturated" by referring to having obtained "a socio-cultural adaptation concerned with the acquisition of the culturally appropriate skills needed to negotiate or "fit into" a specific social or cultural milieu" (p. 17). This ability enables an individual to properly communicate and exhibit socially acceptable behaviors that will promote success at school, work, and in society.

Historical Overview

Studies related to this subject in the field of psychology. Molinsky (2010) cited a number of theoretical models that have been applied to explain the cognitive reasoning and associated behaviors that may result during social encounters where participants from domestic and international groups come in contact with each other. There were initial definitions for the term acculturation provided by Powell (1880), and Redfield, et al. (1936); the U-Curve theory by

Lysgaard (1955); Dual Identification Model by Berry (2003); Backward and Forward Insight [on acculturation] by Weick (1979); Stage Model of Expatriate Adaptation by Sanchez, Spector, and Cooper (2000); and the Construct of Cultural Intelligence by Earley and Aug (2003). Molinsky (2010) developed a theoretical model called "A Situational Approach for Assessing and Teaching Acculturation" (pp. 723-745). In a discussion about acknowledging "the societal adaptation process", Delpit (1988) provided lesson samples that may be adapted for instruction on acculturation techniques (pp. 280-298). However, there is no definitive curriculum and instruction mandated in the State of Michigan, for students in grades 9 – 12, which offers a list or sequence of the objectives, course content requirements or strategies specified for teaching and learning in the area of acculturation and multiculturalism. That is the gap to be addressed with this research study.

Connecting the field of anthropology to this topic. Herskovits (1937) discussed reasons for the importance of analyzing this concept and its historical background with regard to beginnings in anthropological studies. According to Herskovits (1937), a new approach for studying culture had to be established in order to validate anthropological findings of historical data that had not been previously recorded. Therefore, anthropologists began to focus on exploring "intercultural relationships in civilizations, their integration with each other, and the effect of their interplay on the psychology of the individuals manifesting them" (p. 260). These are some of the aspects that will be explored as part of this research. It is by examining the implications associated with those "interrelationships" which Herskovits (1937) referred to above, that researchers will be able to understand the contextual nuances involved with intercultural communications, as confirmed by Schwartz, et al. (2010) in research about "the role that context plays in the acculturation process" (pp. 237-251).

Demonstrating how concepts in the field of sociology are applied. Acculturation involves engaging in social interaction (whether on a one-to-one or group basis), and when initially referring to the smallest segment of communication, Molinsky (2007) discussed the importance of starting with effective person-to-person intercultural communications, and stated that although "it is clearly worthwhile to examine the determinants and outcomes of long-term adaptations, it is also critical to understand short-term cultural adaptation as it occurs in single interactions" (p. 622). Hence, educators should start with that small segment of social interaction where instruction on application skills is disseminated about learning how to discuss topics on a one-to-one basis, which next prepares students for intercultural contact with individuals in group settings.

In addition, theorists have concluded:

> Cultures do not meet, but people who are their carriers do. As carriers of traditions, such contacting individuals never know their entire cultures and never convey all they know of them to one another. That part of their cultural inventory which they do transmit is conditioned primarily by their reasons for making the contact, that is, by the cultural concomitants of the role that they assume in dealing with an alien group. (Barnett, et al., 2009, as cited in Berry, 2005, p. 980-981)

Because this interaction may be unceremoniously imposed by society on individuals from different ethnic groups, then strategies for appropriate ways of communicating must be introduced through the development of effective curriculum and instruction.

In summarizing the history of this concept, Herskovits (1937) added that "Many specific problems in cultural dynamics can best be investigated advantageously through studies of acculturation … and even a researcher who is not an historical anthropologist can study culture" (p. 262):

> For it is under conditions of change that the matters of primary interest to the anti-historians are most clearly shown; where traditions are in conflict, the

> readjustments within a culture incident to the process of effecting felicitous combinations of ancestral traits with those newly introduced, can throw much light on how the elements of culture are interrelated and how the resulting whole functions; while in those situations where traditions are in conflict, personal adjustments to the scene are more clearly discernible. (p. 263)

Major Theorists

Hirsch (1987); Tyler (1949). For this proposed research study, a theoretical framework is derived from the perspectives of Hirsch (1987). To inform the process of collecting data for developing curriculum objectives and lessons content, the conceptual framework of Tyler (1949) will also be included, which cited four resources that may be used when gathering information for educational purposes.

Hirsch (1987)

Introducing a theoretical framework. Even though a curriculum on the topic of acculturation and multiculturalism could not be located at either the high school or community college levels, as a result of the preliminary research, one complete curriculum was obtained for elementary and middle school students on a subject that is similar to the theme of acculturation. Hirsch (1987) developed and implemented lessons for students in grades Pre-K through 8 which provide instruction on the concept of "cultural literacy." Hirsch (1987) pointed out that:

> The idea of cultural literacy does not embrace the whole of education. This book focuses sharply on the background knowledge necessary for functional literacy and effective national communication. … To be culturally literate is to possess the basic information needed to thrive in the modern world. (pp. xi-xiii)

Hirsch (1987) argued that students should be taught these concepts at an early age, and stated, "Like any other aspect of acculturation, literacy requires the early and continued transmission of specific information" (p. xvii). Hirsch (1987) also referred to Chall (1983) on literacy:

> Professor Chall is one of several reading specialists who have observed that "world knowledge" is essential to the development of reading and writing skills.

> What she calls world knowledge I call cultural literacy [and what Hirsch calls cultural literacy, I call acculturation], namely, the network of information that all competent readers possess. … The achievement of high universal literacy is the key to all other fundamental improvements in American education. (p. xvii)

Thus, the indication here is that when world knowledge (i.e., cultural literacy or acculturation) has been obtained, then possessing this level of background information enhances academic ability.

Exhibiting competence or show and tell. In a test-taking environment, such as those located in U.S. school districts, it is not enough to merely know the material without displaying that proficiency. After students acquire educational skills (related to world knowledge, cultural literacy, or acculturation), then the next step involves teaching them how to demonstrate what has been learned. This viewpoint is also supported by Schwartz, et al. (2010), who emphasized the importance of "shared meanings" (pp. 237-251) and being able to adequately transfer the knowledge that one has acquired by stating that "Acculturation refers to cultural change, and culture is defined or referred to as shared meanings, understandings, or referents held by a group of people" (pp. 237-251).

When there is little or no cultural similarity, especially in terms of language differences, then establishing ways of expressing opinions can become a major concern. Eisner (1979) indicated that even with the acquisition of instructional details, "the underlying idea is that an individual can only impart knowledge based on their ability to do so" (pp. 13-14).

Hirsch (1987) elaborated on the significance of establishing a common national discourse with a final comment that is also relevant here:

> Many Americans who have graduated from high school in the recent past have been deprived of the cultural vocabulary that was commonly possessed by educated persons in past generations. Some repair work is necessary for them and for the members of the current school generation. They must be reintroduced to the cultural vocabulary that continues to be the foundation for literate national communication. (p. 95)

After studying the content of perspectives offered by Hirsch (1987), which primarily emphasized the importance of "sharing cultural knowledge" (p. 59), it was determined that the proposed curriculum will be a continuation of that effort by providing the necessary tenets and principles each learner must apply in order to meet the demands of institutions in the areas of education, employment, and society as a whole. For students in grades 9 – 12, individuals who enroll in first-year junior college level studies, and applicants applying to complete the U.S. immigration and naturalization process, a major content focus would be placed on the importance of learning and adapting the specific characteristics that are acceptable in society in order to become successful. As previously indicated, in the area of curriculum and instruction, this is not currently a required course offering and the need for it is dire.

Other Preliminary Findings Related to Acculturation Theory

Apart from the curriculum written by Hirsch (1987) and The Core Knowledge Foundation for students in grades Pre-K through 8, preliminary research has revealed that for learners at the secondary and junior college levels, the processes related to disseminating knowledge on this subject are varied and ambiguous. There is little or no consistency. Some educators at various institutions of learning are writing lessons that explore segments of this concept with their students (e.g., in YouTube summaries, and in-class cultural role-playing exercises that depict activities related to acculturation, etc.); but there are no curriculum and instruction methods established in the U.S. for teaching components of courses that explicitly focus on application principles regarding this subject at the secondary and post-secondary levels.

Tyler (1949)

Tyler (1949) has been considered a traditional theorist in the field of education, according to Pinar, et al. (2008), and Flinders and Thornton (2013). Pinar, et al. (2008) indicated that in the

development of curriculum and instruction, two categorical schools of thought have directed the realm of scholarly discussion, and that dialogue revolves around traditional approaches to teaching and learning vs. the contemporary method of curriculum inquiry. An example of using traditional pedagogy in the classroom could include creating goals and objectives to specifically guide the dissemination of knowledge, whereas the process of curriculum inquiry may allow the instructor to become more of a facilitator who introduces topics for open discussions and gauges comprehension by allowing students to build on prior knowledge that assists with discovering new concepts and linking relationships. Both traditional and contemporary instructional strategies can be combined in order to better enhance the learning experience. Therefore, to focus on gathering only relevant and accurate data for this research study, the determination was made to adopt the recommendations of Tyler (1949) as a conceptual framework. Tyler (1949) stated:

> To provide a basis for wise and comprehensive decisions about the objectives of the school, one should turn to the following sources to consider briefly what kinds of information can be obtained: 1. Studies of learners themselves; 2. Studies of contemporary life outside the school [I call this area society]; 3. Suggestions about objectives from subject matter specialists, e.g., documentation specified in textbooks or other research conducted by educators; and 4. Studies performed in the areas of philosophy and the psychology of learning. (pp. 1-134)

Although this traditionalist's approach to data collection will be implemented, it is believed that consolidating the best practices of traditional and contemporary theorists for curriculum and instruction will benefit all stakeholders in the field of education.

Legislation

Curriculum is driven by legislative policy, and research has shown that in addition to those teachers who are writing their own individual lessons on this subject, one legislator also saw the need to assist educators with providing the instruction. Senator Daniel K. Akaka (D-HI) sought to implement a related legislative policy by "introducing to Congress the Teacher Acculturation Act of 2005, S. 1521 (109^{th})", and stated:

> We must never forget that a solid education is the cornerstone of our future. And a highly qualified teacher is needed to provide that education. The teacher not only needs to be knowledgeable about the subject being taught, but needs to know how to teach the subject to the students. This bill seeks to prepare the teacher to deal with groups of students with different learning styles, as well as to identify the needs of divergent groups of students and how to vary teaching to support the learning of these students. This act aims to:
>
> 1. Help teachers better relate to the children they teach, and the communities where these children live.
> 2. Develop a set of professional development programs for teacher acculturation.
> 3. Provide a better understanding of the field of multi-cultural education.
> 4. Result in improved student outcomes across all subgroups of learners.
> 5. Begin to ameliorate the achievement gap [which is] so problematic in our schools.
> 6. Improve learning outcomes for ALL children.
>
> I truly feel that such programs working with new and prospective teachers can make a difference in addressing the current achievement gap, particularly impacting the groups most at risk. (GovTrack.us., 2014)

After completing further inquiry on the status of this Act, a Bill Overview was found, which verified that "This bill or resolution was introduced on July 28, 2005, in a previous session of Congress, but was not enacted" (Congressional Research Service, 2005). Also, in a subsequent publication, it was announced that on January 3, 2013, Senator Akaka retired from the U.S. Senate after 36 years of service with the Federal Government. Generally, the U.S. has been proactive in addressing situations of major concern, but in this instance, an unchartered territory is being explored.

Sam and Berry (2006)

Sam and Berry (2006) conducted research on acculturation, and collaborated efforts in scholarly writings. Berry (2005) found that "During acculturation, groups of people and their individual members engage in intercultural contact, producing a potential for conflict, and the

need for negotiation in order to achieve outcomes that are adaptive for both parties" (pp. 697-712). That point provides support for proposing the development and implementation of curriculum and instructional strategies on this topic, which would be prepared in order to initiate an instructional discourse that will allow students to become more knowledgeable about themselves, other citizens, and society.

As for the controversial circumstances that may be a part of intercultural encounters:

> It is assumed that in most, if not all, systems there is some degree of real or latent conflict, contradiction, or opposition of interests between certain segments of a society; even in groups where there are no major conflicts there is never full assent or conformance with respect to ascribed and achieved status and role. All this is another way of saying that no way of life is completely satisfying to all members of a society; and that the existing reward system will be sufficiently frustrating to some who, by their challenging attitudes, may threaten the values of the society. (Barnett, et al., 2009, as cited in Berry, 2005, p. 977)

The implication is that with any level of discourse, the "intercultural transfer" has to be mutually beneficial (p. 981), and the proposed curriculum/lessons on acculturation would include this aspect of communication.

Sam and Berry (2006) further explained, "It is important that acculturation studies direct as much attention to changes taking place in the dominant group as to those in the non-dominant group" (p. 15); and also described the difference between two types of acculturative adaptation categories (namely, the psychological and sociocultural adaptations). Sam and Berry (2006) specified that "Broadly speaking, psychological adaptation refers to psychological or emotional well-being and satisfaction while socio-cultural adaptation is concerned with the acquisition of the culturally appropriate skills needed to negotiate or "fit into" a specific social or cultural milieu" (p. 17). This is the reason for proposing a development of new curriculum, because the need exists for instructional strategies that focus on the socio-cultural adaptation of acculturation and multiculturalism. Wherever a society or organizational structure continues to thrive, some

level of acculturation must take place when individuals enter that scenario, which is a delicate process that should be approached with the utmost care, in order to avoid alienation and a loss of productivity.

Multiculturalism

Multiculturalism involves the study of many cultures to learn about their perspectives, influences, and contributions to American society. In a discussion about curriculum reform, Banks (2008) observed "Students need to develop the knowledge, attitudes, and skills that will enable them to function in a global society. Globalization affects every aspect of communities, including beliefs, norms, values, and behaviors, as well as business and trade" (p. 132). Additionally, "Schools should help students to understand how cultural, national, regional, and global identifications are interrelated, complex, and evolving" (p. 134). To assist educators with this instruction, Banks (1999) also defined four approaches to multicultural curriculum reform:

1. The Contributions Approach – Reflects the least amount of involvement in multicultural education approaches and is incorporated by selecting books and activities that celebrate holidays, heroes, and special events from various cultures (e.g., Dr. Martin Luther King, Jr.'s birthday in January, etc.). In this approach, culturally diverse books and issues are not specified as part of the curriculum. (Banks, 1999)

2. The Additive Approach – Content, concepts, themes and perspectives are added to the curriculum without changing its basic structure, which involves incorporating literature by and about people from diverse cultures into the mainstream curriculum without changing the curriculum. Example: Examining the perspectives of a Native American about Thanksgiving would be adding cultural diversity to a traditional view of Thanksgiving. However, this approach does not necessarily transform thinking. (Banks, 1999)

3. The Transformation Approach – This approach actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. Example: A unit on Thanksgiving would become an entire unit exploring cultural conflict. This type of instruction involves critical thinking and a consideration of diversity as a basic premise. (Banks, 1999)

4. The Social Action Approach – Combines the transformation approach with activities to strive for social change. Students are not only instructed to understand and question social issues, but to also do something important about them. Example: After participating in a unit about recent immigrants to North America, students may write letters to senators, Congress, and newspaper editors to express their opinions about new policies. (Banks, 1999)

(Regarding #3 above, although Banks (1999) shared various ideas for integrating multicultural education into the curriculum, it may be easier for educators to have students initially adopt The Transformation Approach before expanding a curriculum to include The Social Action Approach. These methods for multicultural curriculum reform may be located by teachers on the InTime (2013) instructional website.)

With regard to advocating the inclusion of multicultural studies for the U.S. education system, Kim (2011) explained that "Scholars and educators, such as James Banks, Carl Grant, Christine Sleeter, and Geneva Gay, espouse embracing cultural pluralism as a theoretical framework in education. The multiculturalists propose multicultural education as an educational reform for educational equality and diversity" (p. 203). Kim (2011) also cited requirements provided by the National Council for Accreditation of Teacher Education (2010-2014), and indicated that although this organization created standards for multicultural education [initially in 1977, and for professional development schools in spring, 2001], theorists and educators continued to teach topics in this area, and they have worked actively in the field adding content from this subject to their lessons; however, "they did not tend to employ the theoretical principles of multicultural education and change the structure of the teacher education programs" (pp. 211-212). Chan (2006) commented "Not surprisingly, multiculturalism has been seen as a key educational issue. Yet, despite the importance of multiculturalism, there are all too few examinations of the interaction of culture and curriculum in school contexts" (p. 26). These are

the problems referred to in proposing the adoption of such a course requirement in the school system.

According to Banks (2004):

> The educator's role is to help students to better understand their cultural knowledge, to learn the consequences of embracing it, and to understand how it relates to mainstream academic knowledge, popular knowledge, and to the knowledge they need to survive and to participate effectively in their cultural communities, other cultural communities, the mainstream culture, and in the global community. (Banks, 2004, as cited in Kim, 2011, p. 210)

More Relevant Research

Acculturation has strong foundational research connections and established historical findings that have been documented in the areas of psychology, anthropology, and sociology. Individual lessons that explored segments of the concept were located, as well as some studies conducted in the field of education. However, from the standpoint of discussing this topic and its applied concepts in a secondary level educational setting, there is no comprehensive curriculum on this subject, which has been mandated by the State of Michigan, that can be used as an instructional road map for students in grades 9 – 12 and beyond.

It was shown in various studies that the pervasive phenomena linking content for examination of this subject primarily surrounds three main aspects of inquiry, and these themes consistently emerged: Theme #1. Psychological and behavioral effects of acculturation on individuals in domestic and international settings; Theme #2. Conclusions about the importance of context in relationship to situations and environments during the acculturation process; and Theme #3. Existence of variables that may prove to significantly influence or become effected by intercultural contact. A review and critique for examples of research studies that highlight these main thematic categories will be provided in the following paragraphs.

Themes #1 and #3. Although the second theme which refers to context would certainly be relevant here, Black and Mendenhall (1990/1991) conducted research studies on issues that are more closely related to discussions about the psychological and behavioral effects of acculturation on individuals in domestic and international settings, as well as how certain variables are influenced during the acculturation process. Such variables include cross-cultural skills development, adjustment, and performance. Black and Mendenhall (1990) connected the components of Social Learning Theory (SLT) to their model of Cross-Cultural Training (CCT). This reference to SLT relates to a cognitive and behavioral concept based on observed and modeled behavior, as well as incentive reinforcement in a social context.

According to Black and Mendenhall (1990), "Simply stated, cross-cultural adjustment involves the knowledge of which behaviors to execute or suppress in given situations and the ability to effectively actualize this understanding" (p. 124). CCT is described as instruction for employees who perform their duties in the domestic and international settings of business and industry and interact with individuals from different cultures. This type of training can be related to acculturation, as it is also a form of teaching cultural adaptation skills with a similar focus on promoting an awareness of diversity and the importance of exhibiting appropriate social behaviors in situations where intercultural communication is required.

In addition to providing a literature review on the progress made in this area of study, Black and Mendenhall (1990) reported the results of archived data from research that analyzed the findings of different groups who documented the effectiveness of CCT on the variables listed above, as viewed through connecting the components of SLT. Following an examination of the data provided, this researcher has determined that using SLT as a theoretical framework for analyzing the effects of CCT on variables could render the results outlined by these authors, and

it may be that the findings of those studies selected accurately point to the fact that each variable listed is positively effected by the dissemination of CCT. Black and Mendenhall (1990) stated that "Cross-cultural training enables the individual to learn both content and skills that will facilitate effective cross-cultural interaction by reducing misunderstandings and inappropriate behaviors" (p. 120). These were the conclusions offered by Black and Mendenhall (1990).

However, there are two considerations that should be discussed regarding this resource. First, details associated with how the studies were structured are ambiguous. Next, from a critical standpoint, with reference to ensuring validity of the research studies overall, more information should have been included on: (a) Methods of selecting research study participants; (b) processes for data reporting strategies; and (c) criteria for analyzing and presenting the results highlighted in this article.

Notwithstanding the above, this review contains informative content because of its usefulness. Black and Mendenhall (1990) provided results from research studies that make practitioners aware of variables which can be effected by CCT (whether on an individually domestic, national, or international basis), during the intercultural adaptation process, and the references to methods for connecting SLT to CCT strategies will assist educators interested in formulating instructional activities that can be applied in the area of acculturation and multiculturalism.

Because CCT has not been conducted in business settings as frequently as needed on a widespread basis, given its potential for effectiveness, a reconsideration should be made about the significance of implementing CCT curriculum content in school settings. Black and Mendenhall (1990) also mentioned that providing this type of instruction will prepare individuals

for intercultural contact by enhancing their skills development, adjustment, and performance. In addition, with regard to performance, they stated that:

> Institutions that send individuals overseas or into a multicultural work setting expect those individuals to perform, whether that involves building a dam, managing a factory, negotiating a contract, teaching children to read, or converting host-nationals to a new religion. Thus, the relationship of cross-cultural training to performance is a critical concern … (p. 119)

In the process of teaching English and its related topics to domestic and international students, as mentioned above, this researcher has found that CCT is conspicuously missing from the teacher preparation instructional sequence. Yet, as the theorists pointed out, an ability to hit the ground running is expected when employed as an educator or other professional in the area of business and industry. If the tools of one's trade are not provided, then opportunities for optimal performance on the job are decreased. Black and Mendenhall (1990) found that CCT would improve the performance of employees and this appears to be an accurate assessment.

Theme #2. Although some components of the other themes were also evident in this next study, it primarily focused on offering conclusions about the importance of context in relationship to situations and environments during the acculturation process. With this analysis, Molinsky (2010) introduced a "situational approach" to teaching and evaluating concepts about acculturation (pp. 723-745), which included conducting a lesson on the topic, initially explaining the theoretical model to students, then providing class time for their completion of an acculturation profile. Situational variability was acknowledged, and results from this profile were analyzed to verify each student's levels of competence and authenticity during their participation in various social situations at home and in society. Participants were international graduate students at the Master's level who registered to complete this coursework in the U.S., so the contextual demographic was that the learners were in a setting which was foreign to them. Molinsky (2010) argued that "Levels of acculturation will vary based on whether the rules for

behavior are familiar, an individual's competence, feelings of authenticity, and cultural values and beliefs" (pp. 723-724). Upon completion of the analysis, in which students' behaviors were observed during intercultural interactions, Molinsky (2010) also reviewed their writings, and found that the hypothesis had been demonstrated, as a result of the learners' responses on acculturation profiles and their testimonials. Molinsky (2010) also concluded that "One route for increasing competence is to increase an individual's knowledge of the norms for appropriate behavior in that situation and his or her skill at performing the required behaviors" (p. 738).

After the students completed two acculturation profiles, where they recorded and compared their experiences at home and in social environments, as well as their competence and authenticity levels during participation in family and intercultural societal activities, then they worked in groups to discuss their findings. Next, they were given an opportunity to present conclusions to the entire class and ask for suggestions about how to improve their competence and authenticity levels before submitting the final reports to their instructor.

As Molinsky (2010) pointed out, this is an excellent example of a lesson on acculturation that can assist teachers and students, because both parties will be able to learn about each other, and educators can develop instructional adaptations to help make the acculturation process easier for all the stakeholders in a classroom setting. From the standpoint of conducting an official research study, however, there were a number of details missing, such as: Whether or not authorization had been provided to conduct the study, there was no mention of students having signed consent forms prior to their participation, the number of participants was not provided, and the sampling and selection process was not identified.

Even though some of the specifics were missing, an explanation was given to summarize differences between the theory that Molinsky (2010) developed, i.e., the "situational approach"

to teaching and evaluating concepts about acculturation (pp. 723-745), and those previously established. It was demonstrated that certain variables may impact the process of acculturation (such as context, levels of competence, and authenticity), and the procedures of analysis offer educators a lesson plan for providing instruction on this topic.

Themes #1 and #2. With an aim toward adding to the knowledge base, Molinsky (2007) developed and introduced the concept of Cross-Cultural Code Switching, which is a theoretical model that depicts "an account of the psychological and emotional challenges people face while attempting to successfully adapt their behavior in foreign cultural interactions" (p. 622). Cross-Cultural Code Switching is defined as "The act of purposely modifying one's behavior, in a specific interaction in a foreign setting, to accommodate different cultural norms for appropriate behavior", and it also involves "the task of moving between culturally ingrained systems of behavior … it entails deviating from accustomed behavior in one's native culture in order to engage in behavior appropriate to a foreign culture" (p. 623).

During a discussion about the formation of this tool for understanding cultural adaptation, Molinsky (2007) indicated that there are "challenges entailed in cultural adaptation in single encounters … and cross-cultural code switching causes psychological and emotional challenges during interactive encounters" (pp. 622-625). An elaboration was provided on the variables effected by cross-cultural code-switching (i.e., contextual and personal), as well as a description of the positive/negative emotions that take place during this type of an adaptation process.

Included with this analytic narrative, Molinsky (2007) developed a chart on "determinants of psychological toll" (p. 624), and the content appears to be accurate, as teachers and students react differently to intercultural experiences (whether domestic or international), but

individuals from both groups may encounter changes in their state of emotional well-being when classroom environments and scenarios dictate a need for levels of total immersion with little or no prior knowledge as a foundational frame of reference on which to build new information. According to Molinsky (2007), psychological toll is defined as "The depleting and burdensome feeling a person experiences when the act of switching elicits high levels of negative emotion. This negative emotion can tax a person's available psychological resources, making it more difficult to execute a switch successfully" (p. 624).

Molinsky (2007) assisted with formulating one of the goals for this proposed curriculum by stating that "To produce a *successful* cross-cultural code-switch, an individual must act in a role-appropriate manner for the particular interaction" (p. 625). Therefore, teaching role-appropriate responses that will prepare students for various social encounters would adequately meet this requirement.

It was determined that Molinsky (2007) created a theoretical model which is an excellent reference and instructional tool for educators. If this theory had been tested by individuals who provided their feedback on its usefulness, with those findings recorded in the article, then that reporting method would have additionally established the value of this resource for other trainers as well.

Themes #1-3. In yet another type of research study where data has been extensively gathered, analyzed, and compiled to form conclusions that have not yet been previously considered at length (or acted upon), all the themes initially designated at the beginning of this section can be applied to the work completed by Schwartz, et al. (2010).

Schwartz, et al. (2010) reviewed, commented, and formed conclusions on a number of research projects. With this analysis, the aim was to "Discuss the role of ethnicity, cultural

similarity, and discrimination in the acculturation process, offer an operational definition for context of reception, and call for studies on the role that context of reception plays in the acculturation process" (p. 237). Schwartz, et al. (2010) identified five interactional contexts that influence migrants' acculturation. They include their characteristics, groups/countries from which they originate, socioeconomic status and resources, the country and local communities where they relocate, and their fluency of the host country's language. Here again, another set of variables are named that could effect and become influenced by the acculturation process.

Although a comprehensive report was produced by Schwartz, et al. (2010), which assisted educators with learning more about many different schools of thought, in some cases, there was an overlap and saturation of data collected. Content from a number of the literature sources referred to in the article duplicated information cited in other research studies. However, what is of interest about the findings are those new facts and conclusions to be gleaned from the perspectives that Schwartz, et al. (2010) emphasized for reflection. See Table 2.

Table 2

Acculturation and Related Ideas for Further Study

Selected Themes	**Extenuating Circumstances for Reflection**
Role of Ethnicity	Migrants who are of the Latino/Latina ethnic groups are categorized in the U.S. as Hispanics, which is a name that was created by the U.S. Census Bureau, and they never refer to themselves as Hispanics in the areas from which they relocate. Once they arrive in the U.S., they must then learn how to become Hispanics. So, trying to understand what that label entails, and navigating within the framework which has been designated then becomes a challenge for them.
Cultural Similarity	Migrants may relocate to countries where *collectivism* (importance is centered on family, clan, nation or religion) is valued rather than *individualism* (significance is attributed to needs of the individual person), which causes gaps in cultural values between the migrant and receiving host society.
Discrimination	Migrants may relocate to the U.S. from areas where they were the majority (i.e., Japan, China, etc.), and then they become suddenly placed in the category of having to become a minority, which may result in marginalization or the endurance of experiences related to stereotyping and discrimination.

Note: Content is from Schwartz, et al. (2010), pp. 237-251.

These are just three of the major themes that were discussed, and some of the aspects to be considered, which may not readily come to mind while teaching a class where the student body demographic is representative of various cultures from domestic and international areas. As indicated by Kurtz-Costes and Pungello (2000), when encountering situations related to each category listed in Table 2, there could exist a potential for conflict, but these might also become opportunities for providing instruction about adaptation skills that can be applied. Schwartz, et al. (2010) informed readers that migrants have some level of choice regarding acculturation, but this process is also dependent on issues related to demographics and context.

There is a benefit to examining acculturation from different viewpoints, which assists educators with sorting out the elements of new ideas and arriving at conclusions that have not been previously considered. Bruner (2004) stated, “You cannot strip learning of its content, nor

study it in a 'neutral' context. It is always situated, always related to some ongoing enterprise" (p. 20). According to research findings outlined in the first two chapters of this document (which were conducted by Banks (2008); Black & Mendenhall (1990); Bruner (2004); Chan (2006); Delpit (1988); Eisner (1979); Herskovits (1937); Hirsch (1987); Kim (2011); Kurtz-Costes & Pungello (2000); Lee (1992); Molinsky (2007/2010); Pinar, et al. (2008); Sam & Berry (2006); Schwartz, et al. (2010); Tyler (1949), etc.), acculturation is a complex and contextual concept, because there are many variables that effect and are influenced by this adaptation process. However, positive outcomes can be achieved through training when consideration is given to the critical aspects of multidimensionality previously cited, which include: The psychological, emotional, behavioral, social, and environmental factors that are associated with writing a comprehensive curriculum plan for teaching and learning in this area of study.

Opposing Viewpoints About Acculturation

While discussing reasons why conflict may exist during the process of acculturation, Schwartz, et al. (2010) explained a number of positions that they found which support a less than favorable stance, and brought out in one instance the opinion that "Language is part of the fabric of national identity, and migrants who speak other languages (or cannot speak the language of the country or region in which they are settling) are considered a threat to national unity" (pp. 237-251). Some may agree with this belief, however, Schwartz, et al. (2010) indicated this is one of the negative considerations which add to stereotypes about migrants who have relocated to the U.S.

In another evaluative scenario, Gudykunst and Kim (2003) advocated the idea that immigrants should give up the cultural identities established in their homelands in order to acculturate in the U.S. It is possible to disagree with the perspectives outlined in this section, as

the former argument is inaccurate, mainly because such an over generalization about language does not render the causal result that has been implied here, and by supporting the latter opinion, an individual may run the risk of inviting side effects that could become problematic (such as those related to possessing a lack of self esteem, or retreating from interactions with society and becoming introverted, etc.).

A clarification is necessary about the meaning of foreign in this context. This reference is not strictly related to individuals who migrated to the U.S. from countries outside of its borders, as any concept, context, or place that is unfamiliar to someone (whether domestic or international) is foreign to that person, because it is something about which they have not yet obtained knowledge. Hence, the main idea here is that this term is not necessarily one that relates to culture, as it can be applied across the board to anything unknown, regardless of race or ethnicity. Possibly, much of the prevalent misconception about immigrants (or newly arrived migrants to the U.S. who were called foreigners) is related to a lack of knowledge, erroneous information, and fear of the unknown. In a course where curriculum and instructional strategies are implemented on acculturation and multiculturalism, class discussions will explore and correct inaccurate myths in order to make an attempt at dispelling stereotypical assumptions.

Connecting the Concepts of Acculturation and Multiculturalism

On the subject of navigating within a competitive global society, the concepts associated with acculturation and multiculturalism can be connected by studying the perspectives of Hirsch (1987/1988). In Hirsch (1988), the idea was advanced that "the more one knows, the more easily one learns new things" (p. 25), because "true literacy has always opened doors – not just to knowledge and independent thought and economic success, but also to other people and cultures" (p. 26). This is substantiated by becoming educationally literate, which allows

individuals a chance for improving socio-economic upward mobility, and gaining knowledge of cultural backgrounds that are different from one's own can foster an understanding of the concepts associated with this topic. For example, these types of intercultural collaborations perpetuate the positive work accomplished by domestic negotiators and international diplomats who travel to different countries with the intentions of developing team efforts for research, development and engineering in business and industry, educational exchange programs, and agreements for the import/export of goods and services. There has to be a level of acculturation in existence on the side of either parties or nations who create partnerships in order for these endeavors to successfully take place.

Curriculum Development

Foundational and contemporary curriculum developers, such as Tyler (1949); Pinar, et al. (2008); and Abisamra (2009/2010) indicated there are a number of major researchers in the fields of acculturation theory and multiculturalism, and "curriculum models can be categorized based on structural relevance to topics such as class, politics, race, gender, sex, etc." (Abisamra, 2009/2010, p. 1). Thus, the aim is to promote an awareness about the need to provide instructional strategies in this area of importance, and emphasis will be placed on the work of those theorists who contributed to establishing a foundation for the development of curriculum content that directly focuses on acculturation and multiculturalism.

When contemplating the principles that have already been established in the areas of philosophy and the psychology of learning, for educators, the definitions of three major theoretical categories should be considered – specifically, behaviorism, cognitivism, and constructivism. All of these concepts are combined in the process of developing a curriculum that promotes an effective teaching, learning, and application process. See Table 3.

Table 3

Three Major Categories of Learning Theory

Learning Theory	Theorists	Brief Summary
Behaviorism	I. P. Pavlov (1849-1936) B. F. Skinner (1904-1990)	Environment plays a major role in student learning.
Cognitivism	C. V. Ehrenfels (1856-1932) R. M. Gagne (1916-2002)	Brain-based learning is emphasized through cognitive perceptions of memory and prior knowledge. Reference: Gestalt psychology (1890), which focuses on "the principle of totality."
Constructivism	J. Dewey (1859-1952) J. W. F. Piaget (1896-1980) L. S. Vygotsky (1896-1934)	Features the active involvement of learners in constructing knowledge for themselves.

Note: Excerpt from Bruner (2004); Encyclopedia.com (2014).

On the topic of curriculum development, Ernst-Slavit, et al. (2002) stated, "It is imperative that we find out who our students are and where they come from before we can begin to appreciate the resources they bring and to understand their needs" (p. 117). Implementing the instructional strategy recommended here requires facilitating a level of discourse that supports a least restrictive environment (LRE) where students are allowed to communicate about different topics, ask questions, voice their concerns, and share solutions to problems.

While discussing ways of enhancing the development of curriculum for the 21st Century, Noddings (2007) explained that "In addition to the aims directed at satisfying personal lives, we must prepare students for the new occupational structures of a post-industrial world. The work world, like that of home and family, has changed substantially" (p. 401).

Ernst-Slavit, et al. (2002) discussed "cultural considerations" and found that "In addition to building their oral English skills, they [students] also need to acquire reading and writing skills in English, while continuing their learning in the content areas" (p. 117). These theorists added that "In the public school environment, ESL students [learners who speak English as a second language] spend an average of six hours a day absorbing a massive amount of information to which they essentially have no way to respond" (p. 124); and Eisner (2001) discussed students

not being able to sufficiently convey their levels of knowledge. Finally, Ernst-Slavit, et al. (2002) also pointed out that "Students' acculturation can be facilitated greatly by the teacher and the classroom environment" (p. 125).

Even though educators can review theoretical framework, examine curriculum models, and analyze suggestions from documented research studies for the development of curriculum and instruction, it is the implementation of an effective curriculum that becomes a challenge. This step involves creating a least restrictive learning environment (LRE) and disseminating the "culturally sensitive" curriculum recommended by Kurtz-Costes and Pungello, (2000), pp. 121-125. It is apparent that when changes in student body demographics are acknowledged, then teachers will be able to make the differentiated instructional and environmental revisions that are needed in order to perform their duties in an effective manner.

Analytical Perspectives

Regarding Research Question #1, and the implication of an inadequate workforce in the United States. In a research study conducted by the Board of Governors of the Federal Reserve System (Federal Reserve Board, 2014), survey responses were collected and analyzed on the topic of job readiness. For a review of the 2013 survey findings, see Table 4.

Table 4

RE: Verification of an Inadequate Workforce in the United States

Job Readiness

	Now	In 10 years
Very confident.	27.3	23.2
Somewhat confident.	39.2	38.8
Not confident.	18.3	19.2
I am not currently in the workforce and I am not looking for a job.	6.9	N/A
I do not expect to be working 10 years from now.	N/A	8.0
Don't know.	6.5	8.7
Total number of respondents =		**2,864**

N/A = Not Applicable

Note: Excerpt is from Board of Governors of the Federal Reserve System (Federal Reserve Board, 2014, p.1).

Included with this resource was an added note about the findings in Table 4:

> The survey also asked respondents questions meant to gauge their perception of their own readiness for the current and future job market. In general, the results paint a picture of confidence about education and work experience. Respondents were asked, "Thinking about your current education and work experience, how confident are you that you have the skills necessary to get the kinds of jobs you want now?" Thirty-nine percent said they were somewhat confident, and 27 percent said they were very confident, that they have the skills and experience to compete in today's job market (table 15). Only 18 percent said they were not confident.
>
> When asked the same question, but this time thinking about the types of jobs respondents believed would be available 10 years down the road, confidence remained high. Thirty-nine percent said they were somewhat confident in their future competitiveness, and 23 percent said they were very confident. Again, about one-fifth (19 percent) said they were not confident.
>
> When asked for all the reasons why they lacked confidence, needing additional education and needing additional job training were cited most frequently as the causes for concern, both for jobs now and for jobs in 10 years. For those concerned about current jobs, education was the most frequent response (49 percent), followed by job training (40 percent), while needing additional job training (48 percent) trumped needing further education (41 percent) as the most frequent cause of concern for jobs in 10 years. However, for both questions, skills being out of date, the rapidly changing job market, and a lack of availability of jobs they are qualified for were all cited as concerns by at least one-fifth of respondents who had expressed a lack of confidence.
> (Federal Reserve Board, 2013, p.1)

Analysis of conclusions reported by Federal Reserve Board (2014) - reasons for disagreement about information on job confidence. Figures shown in Table 4 represent findings reported by the Federal Reserve Board (2014), and that quantitative data does speak for itself. Following analysis, however, the conclusion indicated seems to be problematic, as it is stated that "In general, the results paint a picture of confidence about education and work experience" (p. 1). When considering numbers in the "Now" column, and that the percentages specified are derived from 100% of the returned survey responses, then 27.3% of individuals stating that "they are "Very confident" about having the skills necessary to get jobs they want now" is not a very high number – in fact, it is only a little more than one-fourth of the total. Similarly, those individuals stating "Somewhat confident" total 39.2%, and the term "somewhat" does not refer to surety regarding the "possession of skills and experience to compete in today's job market." In lieu of the current economic downturn and numerous competitive occupation settings, one must be "extremely confident" in one's ability to apply for, obtain, and sustain employment.

Reasons for agreement on findings with regard to college and career/job readiness. When referring to information displayed by the Federal Reserve Board (2014) at the bottom of Table 4, those results are more likely to be accurate where survey participants indicated "the reasons why they lacked confidence was because of their concerns about needing additional education (49%) and job training (48%)" (p.1). This confirms the reality of students' perceptions regarding their college and career/job readiness skills, and the proposed research study attempts to address that issue.

The CEP. A resource that explains information about college and career/job readiness was posted online by the State of Michigan (Mich.gov, 2013), and the Center on Education

Policy (CEP, 2013/2014) developed that document, which includes the data excerpts shown in Tables 5 and 6 on the pages that follow. Founded in 1995, and located in Washington, D.C., the purpose of this organization is outlined below:

> The Center on Education Policy is the national independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we help citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools. Working at the national, state, and local levels, the Center achieves its mission by producing publications, writing articles, convening meetings, making presentations and, upon request, providing expert advice. The Center also works jointly with many other education, business, government, and civic organizations. (Kober, 2001, p. 3)

Members of the CEP are theorists, researchers, and consultants who study and interpret the application of recent legislative policy mandates as well as resulting implications for public schools and stakeholders, and the CEP explained that:

> Vocational education has long been a part of public schooling in America and has been an area of federal support since 1917. … With the education reform movements of the 1980s, policymakers and practitioners began to call for more linkages between vocational and academic education. … Today, despite the fact that CTE [Career & Technical Education] courses are not usually part of the required curriculum, 96% of students take at least one CTE course, and 38% take three or more. (U.S. Department of Education, 2013, as cited in CEP, 2013/2014, p. 2)

This point is being emphasized because with the students' increased interests in CTE course enrollment, core subject content is now being integrated with the CTE curriculum coursework (examples include English-in-CTE, math-in-CTE, etc.). That is also the reason why it was previously indicated above that an acculturation class could be taught under the umbrella of business education/CTE at the department level, with an integration of concepts across the curriculum, including instructional technology and English-in-CTE.

CEP's online report detailed a study conducted to "Describe how states are defining career readiness and which assessments states and districts are using to measure this attribute" (p. 1). The "Key Findings" are summarized below:

1. Only 13 of the 46 states responding to the survey have a statewide definition of what it means for high school students to be career- or work-ready.

2. States and their school districts are using various assessments to gauge career readiness.

3. In many cases, school districts or students, not the state, pay the costs associated with taking [Career & Technical Education] CTE exams.

4. More states use student results on career readiness assessments to meet federal reporting requirements than use them to make school accountability decisions.

5. Nearly all (45) of the survey states reported facing challenges in assessing high school students' career education or their level of career readiness.

6. The Common Core State Standards (CCSS) have had little impact thus far on the way that career and technical education skills are assessed. (CEP, 2013/2014, pp. 1-2)

According to the CEP survey response data, "Michigan cites the same definition for students being college-ready as used for being career-work ready", which is:

> Career- and college-ready means that a high school graduate has the core foundational knowledge and skills necessary to succeed in workforce training, certification programs, and entry-level, credit-bearing academic college courses that provide preparation for careers leading to a self-sustaining wage, pathways to advancement, and competitiveness in the global economy. This means that they: Use technology and tools strategically in learning and communicating; Use argument and reasoning to do research, construct arguments, and critique the reasoning of others; Communicate and collaborate effectively with a variety of audiences: Solve problems, construct explanations and design solutions. (Center on Education Policy, 2013/2014)

This is an excellent definition for the State of Michigan. However, prior to developing evaluation and assessment tools, there should be a national consensus on the exact meaning of career readiness skills categories, as specified by the CEP:

1. ***Academic skills:*** Skills learned in core academic content areas: such as English language arts, math, science, and social studies.

2. ***Employability skills:*** Skills seen as necessary to succeed in entry-level employment, such as time management, problem solving, self-discipline, perseverance (often referred to as "soft skills").

3. ***Technical skills:*** Industry-based skills or those needed to pursue a specific career pathway, such as nursing or finance. (CEP, 2013/2014)

Two categories of CEP survey results are provided in Tables 5 and 6.

Table 5

Challenges States Face in Assessing Students' Career Readiness

Challenges	**Number of States**
Funding for assessments.	38
Getting data from third party assessment providers.	32
Identifying and/or implementing quality assessments.	28
Defining what career education/readiness standards should be assessed.	26
Professional development for teachers.	25
Aligning resources and systems of support with other programs.	22
Ensuring alignment between these assessments and the curriculum.	22
Evaluation of assessments.	20
Maintaining partnerships with and/or support from local businesses and industries for these assessments.	20
Maintaining partnerships with and/or support from higher education institutions for these assessments.	18
Finding adequate flexibility in student schedules for students to receive instruction needed to pass these assessments.	17
Other.	7

Note: Excerpt is from Michigan.gov (2013).

In the excerpt, this chart is also labeled Figure 4. According to the CEP (2013/2014), "Respondents were instructed to select all of the applicable response items. Figure reads: Thirty-eight states [out of 46 returned surveys] reported facing challenges with funding career readiness assessments" (p. 11).

Table 6

Impact of the Common Core on Efforts to Assess Career Readiness

Response	**Number of States**
Too soon to tell.	20
Career readiness assessments available in our state are in the process of being aligned to the CCSS.	6
Career readiness assessments available in our state have been aligned to the CCSS.	2
Adoption of the CCSS has not impacted our state's assessment of career readiness.	4
Students in our state are assessed or will be assessed on the CCSS by other state assessments, but the career readiness assessments have not been impacted	4
Some "third party" companies that administer career readiness assessments used in the state have aligned or are aligning their assessments to the CCSS.	3
Don't know.	4

Note: Excerpt is from Michigan.gov (2013).

In the excerpt, this chart is also labeled Table 3, and it was reported that:

> Respondents were instructed to select all of the applicable response items. Table reads: Respondents in 20 states [out of 46 returned surveys] said it was too soon to tell how their state's adoption of the CCSS will affect the states' or districts' efforts to assess career readiness. (CEP, 2013/2014, p. 11)

Common Core. In the public school system, the content of curriculum and instruction is driven by legislative policy. Presently, the Federal Government advocates the use of Common Core State Standards (CCSS), and the states have been given autonomy in the dissemination process. After having analyzed the data collected from its survey results, as specified above, the CEP found that with development and implementation of college- and career-ready standards and assessments containing such variability on the part of each state, the quest for a *common* level of knowledge acquisition may not be achieved (CEP, 2013/2014). Obviously, if CCSS are supposed to level the playing field, by providing all students with information that should be

obtained in core subjects at each grade level, then this objective must be accomplished with consistency across the board (i.e., in all states that are part of the U.S.).

Regarding Research Question #2, which refers to a society in crisis and the lack of demonstrated socialization skills. Moving forward in society involves getting along with others, learning to interact appropriately, communicate, and collaborate professionally. It has become increasingly prevalent that in the absence of internalizing acculturation skills, many U.S. citizens today are exhibiting an inability to adapt to current processes (the status quo), which has now become extremely problematic. Within recent years, there has been a dramatic increase in violence, and we have been forced to acknowledge that fact.

To avoid reporting any unintentional bias that may result from extracting information developed by media broadcasting venues, listed below is a chart that depicts factual data related to the occurrence of actual events, but first, the following explanation is provided on the definition of mass murder cited by the Federal Bureau of Investigation (FBI):

> Generally, mass murder was described as a number of murders (four or more) occurring during the same incident with no distinctive time period between the murders. These events typically involved a single location, where the killer murdered a number of victims in an ongoing incident (e.g., the 1984 San Ysidro McDonalds incident in San Diego, California; the 1991 Luby's Restaurant Massacre in Kileen, Texas; and the 2007 Virginia Tech murders in Blacksburg, Virginia). (FBI, 2015, p. 1)

Table 7

Facts Recounting Actual Incidents of Violence in the U.S.

Date	**Location**	**Incident**
April 19, 1993	Waco, Texas	Six cult members and four federal agents were killed by one man.
April 20, 1999	Columbine, Colorado*	Twelve students and one teacher were killed by two high school seniors, and then both of the seniors committed suicide.
April 16, 2007	Blacksburg, Virginia* Virginia Tech	Thirty-two people were killed and another 17 wounded when a senior executed two separate attacks on the campus before committing suicide.
November 5, 2009	Fort Hood, Texas	Thirteen people were killed and another 30 injured when a U.S. Army Major and Psychiatrist began shooting at the Fort Hood Military Base.
January 8, 2011	Tucson, Arizona	Six people were killed and 13 others injured, including an Arizona Congresswoman, when a lone gunman pulled out a pistol at a town hall event the Congresswoman was holding and began firing.
September 11, 2011	New York, New York Arlington County, Virginia Shanksville, Pennsylvania	Two hijacked aircraft crashed into the World Trade Center in New York City, while a third smashed into the Pentagon in Arlington County, Virginia, and a fourth into a field near Shanksville, Pennsylvania, in a series of coordinated suicide attacks by 19 members of Al-Qaeda. In total, 2,996 people were killed that day in the U.S. by Islamist extremists.
July 20, 2012	Aurora, Colorado	During a midnight screening of the film *The Dark Knight Rises* in a Colorado cinema, a lone man set off tear gas canisters and began firing into the crowd, killing 12 people and injuring 70.
December 14, 2012	Sandy Hook, Connecticut*	A lone gunman killed 20 elementary school students and six school faculty members in an assault on Sandy Hook Elementary School in Connecticut, where his Mother had worked. He shot and killed his Mother before the attack, and killed himself.
September 16, 2013	Washington, D.C. Navy Yard	Twelve people were killed and another three injured when a lone gunman carried out an attack at the Naval Sea Systems Command Headquarters at the Navy Yard.
June 17, 2015	Charleston, South Carolina	A lone gunman killed nine people, including a South Carolina State Senator at Emanuel AME Church, and the Senator was also a Pastor.

Note: These events are matters of public record (excerpts are from FBI.gov, 2013/2014).

Regarding the locations that are marked with an asterisk, as shown in Table 7, the pervasive phenomena related to these facts reveal that: 1. Senseless killings have taken place; 2. High school students are involved in three out of the 10 incidents shown here (there are more that have not been cited); and 3. All of the school-related events ended with the gunmen committing suicide.

Because it is legislatively mandated by the government that children receive an education in the U.S., there is a need for training (in high school and during the first year of post-secondary course work) that focuses on the topic of acculturation and multiculturalism and its related concepts for application. Discussions about relevant issues in this area of study may "reduce misunderstandings and inappropriate behaviors" (Black & Mendenhall, 1990, p. 120).

There are more troubling examples that could be mentioned here - especially at the local level, but to summarize, in a country such as the United States where individuals are required to receive an education, a formal stakeholders' consensus must be established (for schools and society) which specifies that perpetuating a lack of the principles associated with acculturation will not be tolerated. Just as citizens are inundated on a daily basis with advertisements about emerging technologies, electronic devices, social networking sites, and the latest fashion trends, a mandate for legislation and curriculum instructional strategies that consistently promote the application of appropriate social behaviors should be just as common as an immunization shot.

Regarding Research Questions #1 and #3, which refer to verification of students' low academic performance and a potential solution. American students at the elementary and secondary levels produced low standardized test scores in reading and math, in comparison with the achievement of learners in other countries at the same grade levels, as reported on the 2013-2014 National Assessment of Educational Progress, completed by the National Center for

Education Statistics (2013-2014). In response to these results, and when referring to American students, there has to be an acknowledgement that the composition of student body participants has dramatically changed in the U.S. during recent years, and the content of curriculum presented to them must also be revised in order to accommodate the transformation of our country's demographic structure.

Regarding Research Question #1, and a demonstration of America's global competitiveness at risk. In contemplating the educational success of youngsters, there are concerns about the changes they see taking place in the areas of education, employment, and society. High school students have used the internet to voice and publish their opinions about the U.S. economy and its competitiveness rating (Deak, 2012), and there appears to be some relevance to those perspectives that can be verified, as displayed with the information in Tables 8 and 9 on the pages that follow.

Table 8

The Global Competitiveness Index 2012-2013 Rankings

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	GCI 2012-2013		GCI 2011-2012	
Country/Economy	Rank	Score	Rank	Change
Switzerland	1	5.72	1	0
Singapore	2	5.67	2	0
Finland	3	5.55	4	1
Sweden	4	5.53	3	-1
Netherlands	5	5.50	7	2
Germany	6	5.48	6	0
United States	7	5.47	5	-2
United Kingdom	8	5.45	10	2
Hong Kong SAR	9	5.41	11	2
Japan	10	5.40	9	-1

Note: Excerpt is from World Economic Forum (2012).

According to information published in *The Global Competitiveness Report 2012-2013*, Switzerland has held the #1 ranking position for four years in a row, and for the time period indicated, the U.S. ranks #7; therefore, it was stated that "Looking forward, productivity improvements and private sector investment will be key to improving global economies at a time of heightened uncertainty about the global economic outlook" (World Economic Forum, 2012-2013, p. 1).

Citizens benefit when the U.S. realizes an increase in its competitiveness rating. Educated and qualified human capital is a key component for the development of productivity improvements. Young people are paying attention to what is going on in this country, and the expectation is that the proposed curriculum will provide an educational forum for discussions about relevant issues on this topic, with opportunities to recommend and apply solutions.

Table 9

The Global Competitiveness Index 2014-2015 Rankings

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	GCI 2014-2015		GCI 2013-2014
Country/Economy	Rank (out of 144)	Score	Rank (out of 148)
Switzerland	1	5.70	1
Singapore	2	5.65	2
United States	3	5.54	5
Finland	4	5.50	3
Germany	5	5.49	4
Japan	6	5.47	9
Hong Kong SAR	7	5.46	7
Netherlands	8	5.45	8
United Kingdom	9	5.41	10
Sweden	10	5.41	6

Note: Excerpt is from World Economic Forum (2014).

Table 10

The Global Competitiveness Index 2014-2015 Rankings

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Higher Education & Training Top 10 The Global Competitiveness Index 2014-2015	Global rank*
Finland	1
Singapore	2
Netherlands	3
Switzerland	4
Belgium	5
United Arab Emirates	6
United States	7
Norway	8
New Zealand	9
Denmark	10

Source: The Global Competitiveness Report 2014-2015
Note: * 2014-2015 rank out of 144 economies

Note: Excerpt is from World Economic Forum (2014).

As a follow-up to the 2012-2013 data previously specified, the World Economic Forum published its findings for 2014-2015 (Tables 9-10), ranking countries in the selected areas specified below, and the results were summarized as follows:

> The United States goes up in the rankings for a second year in a row and regains the 3rd position on the back of improvements in a number of areas, including some aspects of the institutional framework (up from 35th to 30th), and more positive perceptions regarding business sophistication (from 6th to 4th) and innovation (from 7th to 5th). As it recovers from the crisis, the United States can build on the many structural features that make its economy extremely productive. US companies are highly sophisticated and innovative, and they are supported by an excellent university system that collaborates admirably with the business sector in R&D [refers to research and development]. Combined with flexible labor markets and the scale opportunities afforded by the sheer size of its domestic economy—the largest in the world by far—these qualities make the United States very competitive. *On the other hand, some weaknesses in particular areas remain to be addressed. The business community continues to be rather critical, with trust in politicians still somewhat weak (48th), concerns about favoritism of government officials (47th), and a general perception that the government spends its resources relatively wastefully (73rd). The macroeconomic environment remains the country's greatest area of weakness (113th), although the fiscal deficit continues to narrow and public debt is slightly lower for the first time since the crisis.* (World Economic Forum, 2014) [Italics added for emphasis.]

Information in Table 10, which depicts the Higher Education and Training Top 10 category, indicates that the U.S. ranks #7 in The Global Competitiveness Index for 2014-2015. Problems with the U.S. economy and its educational standing (which effects competitiveness) are still a major area of concern on a transnational basis. Learning how to cope with these issues in our country has become a priority for students at the high school and post-secondary levels.

Taken together, when considering each of the analytical perspectives outlined in this chapter, it is clear that a number of factors influence the success of students in the areas of college- and career-readiness. While waiting for the coordination of legislative mandates, states' consensus on organization of instructional standards, and the resolution of details associated with various testing directives, it would be helpful if teachers became more aware of their students' concerns about being prepared to enter college and gaining skills for employment. Educators should also make a commitment to acknowledge the importance of providing any assistance that learners may need in order to ensure their success.

Chapter 2 Summary and Explanation of Chapter 3

This Chapter 2 literature review included both the conceptual and theoretical framework models. There were also information sections that explained the work of major theorists in the areas of acculturation theory and multiculturalism, along with the advantages of connecting these two concepts. A discussion was presented regarding the analytical perspectives that provided initial support for those issues mentioned in the research questions.

Chapter 3 content will state the proposed methods of procedure for conducting this study. That involves a focus on steps in the research process, such as data collection, analysis, interpretation and reporting. Details will be included about the Researcher's lens, expertise, and credibility as an Educator and instrument conducting this research study.

CHAPTER 3 METHODOLOGY

The Researcher and Proposed Study

Researcher's Lens

I have adopted the philosophical stance of an ontological pragmatic theorist, defined as an advocate of practical realism, and this study will be conducted from a post-structuralist's perspective, meaning individuals are considered as integral parts of a bigger picture which forms society, although each has specific varying interpretations and reactions to experiences that exist in the world (Savin-Baden & Major, 2013). A more detailed definition of key terms related to the proposed research are provided under the section entitled "Type of Study."

Savin-Baden and Major (2013) indicated a researcher's background "may color perspectives and effect the worldview that shapes research and analytical conclusions" (pp. 68-83), and they cautioned researchers to "be aware of potential biases" (p. 69). Therefore, as a Black female who was born, raised, and educated in Detroit, I am aware that there are aspects within my culture, upbringing, experiences in employment, and as an Educator that may characterize the individual I have become in relationship to my perspectives regarding the philosophical stance of practical realism versus stereotypical assumptions. These views could be unconsciously ingrained by societal influences over time, and I am cognizant of the need to separate my personal opinions from facts represented by the data collected to complete this research study.

Because observing the propriety has always been a part of my upbringing and a major priority for enhancing skills required to become the consummate professional, a consciousness exists about maintaining this standard in business and industry, the educational environment, and

society as a whole. Prior to realizing progressivism, adherence to the tenets of essentialism must first take place in order to get a person's foot in the door.

Researcher Expertise and Credibility

In my capacity as an instrument conducting this research study and an Educator with over five years of teaching experience, I earned my Master of Education Degree at Wayne State University, and I am certified by the State of Michigan to teach courses in the areas of Business Education (CTE) and English. My recent experience involves providing instruction for students in urban and suburban adult/alternative education settings. Educational facilities that are adult/alternative educational schools service a wide range of students who are eligible to enroll for high school completion, a GED, or coursework related to acquiring skills regarding ESL/citizenship status. In addition, the students who initially register for classes at the secondary level are not selected by teachers, rather, they are assigned by school administrators and counselors. With having worked in business and industry for years, and then becoming an Educator who has provided effective instruction for over five years, I am also able to benefit by gaining first-hand knowledge and extensive field experience while working in various locations with individuals from these population groups.

Developing the Research Study

After reflecting on what could be done in a comprehensive manner to define, address, and alleviate increasing limitations in the acknowledgment of "societal adaptation processes" (Delpit, 1988, pp. 280-298), I considered the potential impact of this problem. I studied the concept in my capacity as an Educator, and determined that the issue involved a lack of acculturation skills – not just on the part of recent immigrants with descendants who are native born, but also for

domestic-born citizens as well. Increasingly, a need to observe the propriety had fallen by the wayside. This important requirement had become less of a priority.

Next, the question became who then is capable of implementing solutions that would help people adjust to challenging scenarios which are part of daily life, and learn skills that can be applied during the acculturation process. Possible answers formed quickly, as thoughts surfaced about a time when members of religious organizations, parents (both mothers and fathers), and even some teachers who quietly strayed away from established and mandated curriculum objectives, would instruct or admonish students about the importance of demonstrating appropriate behaviors. My personal approach led to a quest that would explore ways of meeting the need for developing curriculum and instructional strategies about the principles of acculturation.

Procedures

Research questions for response are:

1. What is the synthesized message emerging from research studies located in government documents, organizational reports, or peer-reviewed educational and occupational journals that addresses the infrastructure and linkages of the family, religious or other faith-based community groups, nonfaith-based community systems, and education with regard to preparing students (academically and socially) for successful acculturation into: (a) Employment/ career opportunities; and (b) post-secondary education?

   In other words, what overall implications are conveyed by the specified resources listed above regarding how the structure and relationships of

different social entities prepare students for successful acculturation into employment/career opportunities and post-secondary education?

2. What message emerges from the resources listed in question #1 above regarding students' social behaviors and how their conduct relates to potential societal successes and crises of the day?
3. From the perspectives of selected, knowledgeable informants, what infrastructures and linkages, as related to acculturation, are necessary to ensure that high school students can acquire the necessary training to become successful employees or college students?

Type of study. Answering the research questions will be accomplished using the data collection method of pragmatic qualitative research, conducted through a documentary analysis supported with no less than three interviews provided by selected informants. This research process will be accomplished by combining a constructivist interpretive research paradigm with the philosophy of phenomenology. Definitions for the key terms mentioned in this section are outlined below:

1. Pragmatic Qualitative Research Study – According to Savin-Baden and Major (2013), this method allows the researcher to describe and interpret experiences or events.

2. Constructivist Interpretive Research Paradigm – An approach implemented to build upon the current knowledge of what is already being done in the field of education that focuses on developing curriculum and instruction about acculturation and multiculturalism.

3. Philosophy of Phenomenology – Emphasizes the importance of research participants/resources' and investigator's perceptions about relevant topics regarding this area of study.

Summary – how content of Chapters 1 and 2 relate to Chapter 3 methods. This research study is being developed based on the online resources and supporting perspectives of those theorists whose findings are directly associated with the topic of acculturation and multiculturalism, as cited in Chapters 1 and 2. Each of the established conclusions represent a foundational basis on which to build knowledge about the topic, discover new information, and answer the research questions that have been previously listed. Thematic categories were derived through interpretation of the theorists' research results, which will provide a starting point for organizing the data to be analyzed; evidence from the analytical perspectives offer preliminary responses to the research questions; and these procedural beginnings for this proposed research study demonstrate examples of how an efficient use of the constructivist interpretive research paradigm and the philosophy of phenomenology have been employed to begin an initial analysis of the foundational views discussed up to this point.

Regarding the importance of documentary analysis. According to Savin-Baden and Major (2013), "Pragmatic qualitative research aims for a description of an experience or event as interpreted by the researcher" (p. 171); and because individuals and companies presently use computers to create, store and organize numerous types of documents, electronic resources have become an invaluable tool for "displaying and communicating" such information (p. 403). In addition:

> These documents can provide a researcher with a rich and often readily accessible source of information for understanding participants and the research context. Many qualitative researchers choose to use documents as a form of data, whether as the sole form of data or in combination with other forms of data. (Savin-Baden & Major, 2013, p. 403)

Gathering documents using internet resources also allow for a more objective interpretation of the data to be analyzed, because researchers are not exposed to any of the emotional scenarios that may be experienced when collecting information by other means (Savin-Baden & Major, 2013).

Data types/instruments for analysis to support interview responses. Documents resources will include information to be collected, analyzed, and interpreted, such as:

1. Research studies in online databases (i.e., those available to researchers in the WSU Online Library), and those located in peer-reviewed educational and occupational journals, see partial list of journals below;
2. Government reports that are a matter of public record and available to the general public, in order to provide primary sources that will assist with triangulating data;
3. Curriculum and instruction from urban and suburban educational settings at the secondary and post-secondary two-year/community college level (as depicted in course programming and scheduling guidelines); and
4. Data from instructor's field notes documenting assignment content, observations, and curriculum and instruction strategies.

Criteria for documents selection. Using a purposive sampling and selection process in this category will involve analyzing data that thematically relates to answering the research questions and addressing the specific focus of this investigation. Criteria for collecting the documents that will be selected, reviewed, and analyzed, requires that the information must be:

1. Obtained from one of the four resources listed above;
2. Directly related to the topic of acculturation and/or multiculturalism;

3. Thematically relevant and/or closely associated with the initially pre-established categories obtained from completed research studies listed in peer-reviewed journals;
4. Useful for answering the research questions specified.

Specific resources for data collection. Today, the world-wide web allows researchers to obtain unlimited access to internet/online resources, and research has shown that one reference leads to another during the investigation of any given topic. Therefore, the following journals and other resources for potential use do not begin to represent an exhaustive list. After a general internet and Google Scholar search has been conducted, information will be derived from peer-reviewed educational and occupational journals, as well as other relevant resources for reference on this topic. Partial listings are specified below:

Table 11

Potential Resources

Journals	**Other Online Resources**
Academy of Management Executive	Center on Education Policy
Academy of Management Review	Congressional Research Service
American Anthropologist	The Federal Bureau of Investigation (FBI)
American Psychologist	Federal Reserve Board (FRB)
Applied Psychology: An International Review	Michigan Department of Education
Education and Urban Society	Michigan.gov
Educational Evaluation and Policy Analysis	National Center for Education Statistics
Educational Researcher	U.S. Department of Education
Educational Technology	U.S. Department of Labor, Bureau of Labor Statistics
Educational Technology Research and Development	
Harvard Business Review	
Harvard Educational Review	
International Journal of Intercultural Relations	
International Migration Review	
Journal of Adolescent & Adult Literacy	
Journal of Curriculum Studies	
Journal of International Business Studies	
Journal of Management Education	
KEDI Journal of Educational Policy	
Performance Improvement Quarterly	
Phi Delta Kappan	
Review of Research in Education	
Social Education	
Tech Trends	

As demonstrated with previous research projects, using these sources for data collection on this topic will produce new leads and help to form additional conclusions that are information-rich for the purposes of this research study as well.

Participants/informants for interviews and criteria for selection.* Using a purposive and snowball sampling/selection process for establishing who the informants will be in this research study, the participants to be interviewed from 45 minutes to one hour will include: At least 1-2 hiring managers from business and industry; 1-2 secondary level teachers; and 1-2 secondary/post-secondary level students from an urban/suburban alternative/adult education school setting.

Criteria for selecting these individuals are listed below:

1. Professionals (such as hiring managers and educators) must be knowledgeable about their area of expertise, as demonstrated by the number of years that they have been a successful worker in the field, i.e., 3-5 years or more, as well as their experience level, duties for which they are responsible, etc.
2. Individuals must have knowledge of the overall Detroit citizens demographic structure, and variables related to academic and job readiness skills, such as the requirements necessary to locate, apply for, obtain, and sustain employment.
3. Informants must be aware of the recent economic and social changes in the U.S., and resulting effects on people in Michigan, Detroit, and its first-tier suburbs.
4. Students must be of adult age, at the secondary or post-secondary (community college) level, working toward high school completion or accomplishing GED requirements, and preparing to or have recently obtained U.S. citizenship status.

I am aware of individuals who meet these criteria, and if they know of other people who would agree to participate in this research study, I will ask them to do so. After obtaining signed consent forms, interviews will take place in settings that are convenient for the informants. (*Note – Interview time periods may be extended if necessary, depending upon availability and mutual agreement between the researcher and selected informants.)

Techniques for analyzing documents and interview content. I will analyze and thematically categorize the data collected to: Answer the research questions, identify underlying themes, document parallels in the topics discussed, and determine which concepts frequently emerge in addition to discovering outlier scenarios that may exist.

There are a number of methods that exist for classifying and examining text, as indicated by Miles and Huberman (1994), such as "discourse analysis, semiotics review and linguistics interpretation", etc. (p. 99). Semiotics/semantics are terms that refer to emphasizing a focus on methods of understanding what the content means when analyzing documents collected in the process of implementing a research study (Miles & Huberman, 1994). In addition to thematically organizing the data, Miles and Huberman (1994) recommend the use of a Document Summary Form to assist with developing categories for the research findings overall. See example shown in Appendix A. Miles, Huberman, and Saldana (2014) also suggest coding the information gathered for documents analysis, which highlights consistently emerging themes and calls attention to the new information that will be discovered in this process.

Data Storage and Collection

FERPA compliance. Although any findings related to students will be reported anonymously and in groups, according to FERPA law requirements, teachers must ensure that their private information is properly safeguarded and considered confidential. To define this term, the acronym FERPA represents the Family Educational Rights and Privacy Act, which

"protects the privacy of student education records" (U.S. Department of Education, 2015, p. 1). All of the data collected will be kept in a secure location.

IRB. In accordance with rules set forth by the Wayne State University Institutional Review Board (IRB), investigators are required to obtain signed consent forms from informants who will be interviewed during the course of a research study. In addition, data will be gathered, collected, analyzed and reported thematically, and no actual names or identifiers will be used for individuals or locations. Pursuant to stratifying the data, removing all identifiers, and reporting information in groups, this method of documentation allows investigators to maintain the anonymity of individuals and settings. Information may be included in a research study that was obtained prior to the start of program enrollment, and facts can also be used that were collected during the course of one's employment while in the capacity of an educator for the public school systems anonymously referred to in the research study.

Informants/Resources

In order to establish a means of determining exactly what resources would be used to complete this research study, a conceptual framework recommended by Tyler (1949) was adopted to inform the process and provide a specific focus, which indicates gathering information from resources that are members of the groups specified in Table 12. This display presents a synopsized overview of procedures to be followed for completing the research study.

Table 12

Summary of Steps for Completing the Research Study

Categories	Details
Participants/Informants and Settings/Demographics	A pragmatic qualitative research approach will be used to complete this study, which includes conducting a documentary analysis, supported by no less than three interviews with selected informants who agree to participate (such as 1-2 secondary level teachers, 1-2 business managers, and 1-2 secondary/post-secondary level students). Interviews will take place for at least 45 minutes to one hour at locations convenient for the participants. Anonymous student information will be derived from secondary level adult learners enrolled in an urban and suburban secondary/post-secondary level alternative/adult education school in a first-tier suburb of Detroit, Michigan. See explanation below.*
Sampling and Selection Process	A purposive and snowballing selection process will be used to obtain informants/participants for this research study, and a purposive selection of documents for analysis will also take place. To review criteria for choosing the informants and documents, see Chapter 3 content above.
Instruments/Resources for Data Collection and Analysis	Information to be collected, analyzed, and interpreted will include: (a) Research studies in online databases and peer-reviewed educational and occupational journals; (b) government reports that are a matter of public record and available to the general public for the purpose of triangulating data; (c) curriculum and instruction from urban and suburban educational settings at the secondary and post-secondary two-year/community college level (as depicted in course programming and scheduling guidelines); (d) participants/informants' perspectives will be analyzed; as well as (e) data from instructor's field notes documenting assignment content, observations, curriculum and instruction.
Coding/Thematic System to Report Findings and Use of Data Collected	Information will be collected, analyzed, and coded thematically to answer the research questions and determine whether the hypothesis has been supported that there is a demonstrated need for developing a curriculum on this topic. If so, participants' responses will serve as one of the resources to provide curriculum content for lesson goals and objectives.

***Explanation**

Urban and suburban alternative/adult education facilities include students enrolled to complete requirements for their high school diploma, GED, or ESL/citizenship status. Detroit is the largest major city in the State of Michigan, and although Hamtramck is a first-tier suburban city located directly outside of the major urban City of Detroit, because of its close proximity, it is also considered an urban environment as well. Therefore, a school in this classification group and geographic location would be referred to as an urban and suburban secondary/post-secondary level educational facility in Wayne County, and its students are demographically described as secondary level enrollees at an alternative/adult education school in Michigan.

More Information on Data Analysis, Interpretation and Reporting

Detailed procedures for analyzing and sorting information into thematic categories. I will begin by proceeding with the online documents collection in accordance with the criteria previously specified at the beginning of this chapter; next, the interviews will be held; then information gathered from the online resources and interview data responses will be separated and categorized thematically for analysis.

For classifying and examining data, information gathered and collected from the resources listed above will be separated into thematic response categories with group classifications developed by the researcher based on findings derived from the research literature. NVivo software will be used for grouping and analyzing research findings.

During the 45-minute to one hour interview sessions, where participants will be asked to provide their responses for open-ended questions, notes will be taken so that the answers can be transcribed and categorized in relationship to how the content thematically relates to results demonstrated in completed research studies (such as those cited in Chapter 2). While undertaking this process, the researcher will also look for new information not previously established. In addition to the three themes specified in Chapter 2, other categories will also be developed, and consideration will be given to comparisons and contrasts of data, pervasive phenomena, parallels, new information, and the discovery of outlier scenarios.

During the analysis of numerous studies from preliminary research, the following themes emerged: Theme #1. Psychological and behavioral effects of acculturation on individuals in domestic and international settings; Theme #2. Conclusions about the importance of context in relationship to situations and environments during the acculturation process; and Theme #3. Existence of variables that may prove to significantly influence or become effected by

intercultural contact. These themes will serve as preliminary entry points to the initial examination of data, but the categories will also be subjected to extensive negative case analysis. Hence, it is expected that other thematic threads will surface.

Continuing with details for data interpretation and reporting. Along with sorting and coding the participants' online perspectives and other data thematically, a review of the curriculum offerings provided for students at the secondary and post-secondary levels will be conducted to learn what course material is presently being offered in this area.

Triangulating data results. An example of triangulating a segment of data could include comparing students' standardized test scores as reported by federal, state, and local agencies (i.e., the U.S. Department of Education, State of Michigan, and the local school system). These results are released online as a matter of public record. Studying articles, journals, and internet resources which cite procedures that have already been completed on this theme in the field of educational research (these may include students' perceptions, teachers' comments, reports from hiring managers, media reports, and educational/government records) is another option to be used, which will also address the method of triangulating relevant data.

Following data collection and analysis, if a need is demonstrated, research findings will assist with the development of strategies for curriculum and instruction on the topic of acculturation and multiculturalism.

Data interpretation and reporting. For examples depicting how the data will be analyzed and displayed, see Tables 13 and 14, which also depict initial entry points for examining the information to be obtained.

Table 13

Example #1 of Data Reporting Methods

Resource Categories	**Demographic Descriptions**	**Sample Thematic Responses**	**Potential NVivo Output**
First Group of Participants/Informants	Information originated by theorists in the field of education, philosophy, and the psychology of learning.	In a research journal article about context authored by Eisner (2001), findings related to Theme #2, and the conclusions were that when the environment is not familiar, high levels of stress may be experienced …	Code: Theorists = THE Other Resource = OR Conclusions TBD
Second Group of Participants/Informants	Data obtained from a secondary level teacher.	In a completed research study or interview, the educator(s) reported that suburban students at the post-secondary level are more academically prepared than urban students for post-secondary education and the workforce …	Code: Teacher = EDU Conclusions TBD
Third Group of Participants/Informants	Comments from secondary-level teachers and students.	Secondary level teachers and students in urban and suburban schools stated that learners are more prepared for entry-level careers than for two-year college programs because they need more assistance with …	Code: Teacher = EDU Code: Student = STU Conclusions TBD
Fourth Group of Participants/Informants	Interview responses from hiring managers in business and industry.	Hiring managers from business and industry reported in an interview response that newly hired employees have acquired entry level skills in the areas of …, but need more help with …	Code: Hiring Manager = HM Conclusions TBD

Table 14

Example #2 of Data Reporting Methods

Resources	**Theme #1**	**Theme #2**	**Theme #3**
Categories.	Psychological and behavioral effects of acculturation on individuals in domestic and international settings.	Conclusions about the importance of context in relationship to situations and environments during the acculturation process.	Existence of variables that may prove to significantly influence or become effected by intercultural contact.
1. The students themselves.			A majority of participants/ informants revealed that the top three variables influenced and effected by intercultural contact are …
2. Studies of contemporary life outside the school [this area may also be referred to as society].		Research has demonstrated that context plays a critical role in the acculturation process (whether at home, school, work, or in other established societal venues), as discussed by ….	Hiring managers in business and industry, and theorists who specifically investigated the variables influenced and effected by intercultural contact, cited the following top three variables as …
3. Suggestions from subject matter specialists.	Theorists indicated that psychological and behavioral changes take place during the acculturation process and cited these specifics: Stress, …	Secondary level teachers said that a focus should be placed on improving the classroom by promoting a least restrictive environment (LRE), developing a culturally sensitive curriculum, and …	
4. Studies performed in the areas of philosophy and the psychology of learning.	Social Learning Theory (SLT) was connected to cross-cultural training (CCT), and it was determined that …	A situational approach to acculturation emphasized …	

Note: Excerpt of resource types are from Tyler (1949), pp. 1-134.

Chapter 3 Summary and Explanation of Chapter 4

Chapter 3 included detailed information about the structure of this research study, its procedures, and the criteria established for selecting data types and participants. Methods for collecting resources, interpretation, and reporting were clarified, along with a partial assessment of the themes that emerged during preliminary analysis of the research data.

Chapter 4 content will document those outcomes that are a result of the actual investigation. Relevant findings from the documentary analysis and interview responses are required to answer the research questions and support the hypothesis that there is a need for curriculum and instruction in this area of study.

CHAPTER 4 RESULTS

Steps in the Research Process

Resources for Analysis

Information for findings and results was developed through examining data gathered from: Legislation; secondary level graduation requirements; college course offerings; other relevant online resources; theorists' perspectives in peer-reviewed journals; interview participants' responses to questions about acculturation and multiculturalism; and the researcher's own field notes and observations obtained in the capacity of an Educator and instrument conducting this research study.

This investigation began with addressing the research study focus. A review of the curriculum requirements for students in secondary level education programs was conducted to: (a) Determine if a legislative mandate exists for developing courses in the area of acculturation and multiculturalism; (b) discover which classes should currently be offered regarding this topic if the law does stipulate providing relevant coursework; and (c) examine the content of any lesson plans on the subject that are already being implemented.

State Laws and Content Governing Curriculum and Instruction

Existing Legislation

An online search revealed that there are three major guidelines which specify instructional components authorized by the Michigan Department of Education (MDE) for use in accordance with state laws: 1. Michigan Merit Curriculum (MDE/MMC, 2014); 2. Common Core State Standards (CCSS, 2010); and 3. High School Content Expectations (MDE/HSCE, 2006/2009). Even with these tools and other supplementary directives in place, when teachers provide effective course content for students' academic success, learners must be able to

understand the information that has been taught to them and they will need to demonstrate their mastery of the concepts introduced. This point was also emphasized by Eisner (1979/2001).

Secondary Level Graduation Requirements

After studying and prioritizing the most significant legislative policies that regulate curriculum and instruction for students in the State of Michigan, an analysis was completed on the content of each curriculum requirement. Examining the details of these policies revealed the exact courses, credit hours, and stages of knowledge attainment that should be achieved at each grade level. An additional goal was to determine if the subject matter topics relate to application principles or instructional strategies associated with acculturation and multiculturalism.

Michigan Merit Curriculum (MDE/MMC, 2014). For an outline of the courses that secondary level students must complete in the State of Michigan, the MDE has approved the Michigan Merit Curriculum High School Graduation Requirements (updated August, 2014), and indicated that these rules "have been developed, which specify coursework for students" (Michigan Department of Education, 2014, p. 1), as shown in Table 16.

Table 16

Michigan Merit Curriculum (MMC) = 18 Credits Total

Area of Study	**Number of Credits**
English Language Arts	= 4 Credits
Mathematics	= 4 Credits
Online Course or Learning Experience	= N/A
Physical Education/Health	= 1 Credit
Science	= 3 Credits
Social Studies	= 3 Credits
Visual, Performance and Applied Arts	= 1 Credit
World Language	= 2 Credits
Career/Technical Education	= N/A

N/A = Not Applicable (i.e., credit hours are not included for these categories).
Note: Excerpt is from Michigan Department of Education, 2014, p. 1.

In two of these subject areas, specifically Online Course or Learning Experience and Career/Technical Education, the number of credit hours were not designated. However, for all the categories shown, it was explained in the MDE's website content that "each state's school districts have been given autonomy in the manner that instructional content will be disseminated in each of these subject areas so that students will meet the requirements that will enable them to graduate from high school" (p. 2).

Mandatory state rules for implementing the MMC include the provision that "Local boards of education can establish additional graduation requirements beyond those in the MMC and the total number of credits required for graduation. However, a district cannot establish lesser requirements" (Michigan Department of Education, 2014, p. 2). In addition, the MDE also allows students with an Educational Development Plan (EDP) to "fulfill their graduation requirements through Career and Technical Education programs" (p. 3).

Therefore, the implication here is that the inclusion of curriculum and instructional strategies which focus on the topic of acculturation and multiculturalism would not be prohibited

in common core subject areas and CTE coursework. In the absence of a legislative mandate that offers specific details outlining the exact content and process for disseminating information in this area, an across-the-board distribution that highlights the teaching of uniform basic concepts and application principles is highly recommended.

Common Core State Standards (CCSS, 2010). These guidelines were developed to emphasize what students in grades K-12 should know and be able to do in English and math following graduation from high school. With this ruling, the states are also allowed to decide what methods will be used to achieve implementation (CCSS, 2010). In response, academic standards were developed in Michigan for English, History/Social Studies, Science and Technical subject areas, which were stated under the MMC category, and this criteria represented what students should know at the completion of K-12 grade levels. Although mathematics is one of the common core subjects, standards for this discipline were not included in the CCSS, however, separate standards categories for math and the remaining MMC requirements were provided in sections shown on the MDE's website.

Requirements were examined for students in secondary level education programs. For grades 9 – 12, the CCSS specified standards regarding the components of English language arts (i.e., reading, writing, listening, speaking/communicating), as well as college and career-readiness anchor standards in English and the other academic areas that are required for graduation (CCSS, 2010). Although these procedures for learning are comprehensive, especially with the inclusion of relevant textual resources, and comments in the margin that allude to suggestions on instructional methodology, lesson planning must also consist of initial segments that incorporate information about the background knowledge needed to understand the concepts introduced.

For example, the CCSS (2010) referred to a number of characteristics that students who are college and career-ready possess within the knowledge components of English language arts (i.e., reading, writing, speaking, listening, and language), and one of these essential qualities is that learners "come to understand other perspectives and cultures" (CCSS, 2010, p. 7). In this comprehension category, which is applicable to the topic of acculturation and multiculturalism, it was expected that "through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own" (p. 7).

Reading and discussion of selected writings from these literary accounts are traditional and meaningful approaches to learning about other cultures and may assist students with obtaining some of the background knowledge that they will require. However, there is also a need to move beyond the vicarious experience. Educators can facilitate an ongoing discourse about current issues related to ethnic diversity in the classroom and the dynamics of immediate events in other societal environments that are encountered on a daily basis. This type of communication will give individuals opportunities to relate their learning about relevant topics to real life scenarios, voice their concerns, share ideas, and propose solutions that emphasize approaches for coping with the challenges that they face.

High School Content Expectations (MDE/HSCE, 2006). These statements are aligned with the Michigan Merit Curriculum (MDE/MMC, 2014), and more specifically list with each standard a number of expectations that express how the standard may be accomplished. Detailed examples from the website for English are provided in Table 17 and the following paragraphs.

Table 17

Michigan High School Content Expectations and Standards – English Language Arts

Classification Groups	**Components**
Category/Strand #2:	Reading, Listening, and Viewing
Standards:	1. Strategy Development (12) 2. Meaning Beyond the Literal Level (3) 3. Independent Reading (8)

Note: Excerpt is from Michigan Department of Education, 2006, p. 2.

For #2 above, Meaning Beyond the Literal Level, there was a detailed explanation: "Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions)" (Michigan Department of Education, 2006, p. 9).

Next, there were three High School Content Expectations (HSCEs) listed.

> High School Content Expectations (HSCEs):
>
> 1. Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
> 2. Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
> 3. Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
>
> (Michigan Department of Education, 2006, p. 9)

This document did not include a list of resources for teaching and learning the content requested, but the textual references incorporated with the CCSS (2010) would also be relevant in this context as well. Thus, clarifying the content of these policy requirements with examples,

as previously cited, help to demonstrate the broad and itemized specifics that each set of guidelines provide for student learning through references that primarily promote the use of textual resources.

Career and Technical Education (CTE) Programs

Adopting recommendations specified by the Michigan Merit Curriculum (MDE/MMC, 2014), Common Core State Standards (CCSS, 2010), and the High School Content Expectations (MDE/HSCE, 2009) are required in order for students to graduate from high school, and substitutions may only be granted through the completion of Career and Technical Education (CTE) coursework, as confirmed by the Michigan Department of Education (2009). There are 16 Career Pathways in CTE/Vocational Programs:

1. Agriculture, Food and Natural Resources Cluster
2. Architecture and Construction Career Cluster
3. Arts, A/V Technology and Communications Cluster
4. Business Management and Administration Career Cluster
5. Education and Training Career Cluster
6. Finance Career Cluster
7. Government and Public Administration Career Cluster
8. Health Science Career Cluster
9. Hospitality and Tourism Career Cluster
10. Human Services Career Cluster
11. Information Technology Career Cluster
12. Law, Public Safety, Corrections and Security Career Cluster
13. Manufacturing Career Cluster
14. Marketing Career Cluster
15. Science, Technology, Engineering and Mathematics Career Cluster
16. Transportation, Distribution and Logistics Career Cluster

> Note: These Career Pathways are included in the High School Content Expectations for Career and Technical Education Standards (excerpt from Michigan Department of Education, 2009, p. 1).

Within the 16 CTE Career Pathways categories, there are a number of courses in which students can enroll to earn credit hours toward graduation.

Multiculturalism as a Component of World Language Acquisition

State laws have given school districts autonomy with their approaches for disseminating curriculum and instruction, and an example of one method for addressing the world language requirement stipulated in the MMC (MDE/MMC, 2014) is a program that has been adopted by the Detroit Public Schools (DPS) district, which is called *Multilingual-Multicultural Education in DPS* with a focus on enhancing language acquisition skills. Details from the World Languages/Bilingual Education Program descriptions stated, "The Detroit Public Schools Department of Multilingual-Multicultural Education educates children to become effective and productive dual language citizens and master the English language" (Detroit Public Schools, 2016, p. 1). This instruction will help students whose first language is not English to learn the language, and allow those who speak English to enroll in one or more courses that offer lessons in a foreign language. DPS (2016) requires that "Beginning with the graduation class of 2016, all students must have completed two credits of a world language other than English prior to graduation" (p. 1), which is mandated in accordance with the MMC.

Integrating Acculturation and Multiculturalism in Common Core Subjects and CTE

Summary of Findings on Legislation and Content Governing Curriculum and Instruction

Analysis. After examining the curriculum requirements for students in secondary level education programs, and studying the three major guidelines which stipulate instructional components authorized for use by the Michigan Department of Education in accordance with state laws, i.e., the Michigan Merit Curriculum (MDE/MMC, 2014), Common Core State Standards (CCSS, 2010), and the High School Content Expectations (MDE/HSCE, 2006/2009), research has revealed that although a legislative mandate does not exist for specifically developing courses in the area of acculturation and multiculturalism, integrating instructional

strategies on this subject would not be prohibited, because the Common Core State Standards (CCSS, 2010) and High School Content Expectations (MDE/HSCE, 2006/2009) called for the acquisition of knowledge about diversity, culture, and other related topics. School districts and educators are allowed autonomy with deciding exactly how that learning will occur.

With regard to which classes should currently be offered and the content of lesson plans to be used, specific coursework choices for graduation credit are listed in the MDE/MMC (2014), and outlined with each category of the CTE/Vocational Pathways (MDE, 2009). Both the CCSS (2010) and the MDE/HSCE (2006/2009) are legislative mandates that specified broad and detailed standards for knowledge acquisition required at the completion of each grade level, and a list of suggested readings are included with the Common Core State Standards (CCSS, 2010). However, the language of these laws encouraged educators to take advantage of multiple resources and course options, including those embedded in common core subject areas and CTE/Vocational Programs, which will enable students to meet their requirements for graduation.

In the development of curriculum, although educators are expected to consider the benefits of audio and/or visual prompts and other modes of instructional methodology which they may choose to select, a majority of examples in the legislative guidelines placed an emphasis on learning that appeared to be removed from the personal experience (i.e., to highlight the vicarious involvement), through use of exposure to textual references, and other similar types of resources. Therefore, it is important to assist students with learning how their real life daily experiences and current events connect to the literary accounts depicted in textbook scenarios.

Methods for Including Instructional Strategies

Based on the knowledge acquisition requirements, common core subjects listed in the MDE/MMC (2014), and the CTE/Vocational Pathways that are available, instructional strategies

for learning about acculturation and multiculturalism can easily be added to lesson content while teaching in the core subject areas of English Literature and Social Studies/Economics, as well as selected CTE/Vocational courses (specifically those in Business Education, Communications, and Human Services). See examples provided in Tables 18 and 19.

Table 18

Example #1 - Integrating Instructional Strategies on Acculturation and Multiculturalism

Category	**Content**
Courses for Integrating this Subject:	English Literature Social Studies/Economics CTE/Business Education/Vocational Coursework
Resources:	Textbooks, the Internet, and Other Supplementary Materials
Sample Lesson Topic:	Understanding Selected Readings About the Great Depression in the U.S. (Western Culture) and How this Event Relates to Acculturation
Link:	Acculturation and multiculturalism are connected to historical events and cultural adjustment in society today.
Goals/Objectives:	Students will be able to learn about the relationships between historical and current events, then explore the influence of those occurrences on real life experiences within their homes, communities, and various cultures.
Discussion:	Instructor asks students to take notes and share aloud what they know about this subject, while recording their answers on the board. Next, he/she explains the concept, its history, and facilitates discussion about the effects of economics on citizens (both domestic and international), while encouraging answers to the detailed questions listed below.
Questions:	A. How is what happened during the Depression the same or different from what the U.S. is experiencing economically right now? B. How do governmental changes directly relate to the issues that citizens face in their daily lives with regard to school, work, and society? C. Do individuals from different cultures adjust to major societal events in the same way? What are some similarities and differences in the effects of cultural adjustment? D. How are some individuals that you know who are unemployed continuing to survive in the U.S. economy today? E. What resources can be used for assistance in the community at this time?
Instructional Strategies and Application Exercises:	Content of the reading assignment is explored. Individuals are encouraged to ask questions, answer those listed above, and discuss the topic at length. Emphasis should be placed on providing students with opportunities to state how they are directly effected, and on allowing them to find and discuss ways of handling issues regarding this subject. With the use of performance-based evaluation and assessment techniques, students may demonstrate their mastery of the information provided by completing an internet research project, presentation, portfolio, or through other means of display as specified by the instructor. *Assignment Example: Conduct internet research to prepare a presentation that informs the audience about five actual resources unemployed individuals can use for assistance in the community, including website addresses, phone numbers, and all other pertinent information.*
Methods of Evaluation and Assessment:	Distribution of a rubric is suggested when using performance-based evaluation and assessment tools (such as portfolios, presentation opportunities, etc.), so that students will be able to clearly determine their level of content mastery in accordance with the instructor's expectations.

Table 19

Example #2 - Integrating Instructional Strategies on Acculturation and Multiculturalism

Category	**Content**
Courses for Integrating this Subject:	English Literature Social Studies/Economics CTE/Business Education/Vocational Coursework
Resources:	Textbooks, the Internet, and Other Supplementary Materials
Sample Lesson Topic:	Understanding Selected Readings About Domestic and International Terrorism and How These Events Relate to Acculturation
Link:	Acculturation and multiculturalism are connected to historical events that have changed the way we live (such as 09/11, etc.) and cultural adjustment in society.
Goal/Objective:	Students will be able to better understand that domestic and international terrorism was not historically as prevalent as it is now, and that there is a cultural component involved with this situation, which relates to differences in cultural values and beliefs.
Discussion:	Instructor asks students to take notes and share aloud what they know about this subject, while recording their answers on the board. Next, he/she explains the concept, its history, and facilitates discussion about the topic, while encouraging answers to the detailed questions listed below. Dialogue should also include students' comments about the effects of domestic and international terrorism on citizens; resulting changes to procedures in the armed forces; adapting to international and national issues of homeland security (such as changes in travel regulations, etc.), all of which lead to acquiring knowledge about acculturation.
Questions:	A. How has domestic and international terrorism effected the way we live our daily lives? B. Since the events of 09/11, what changes have taken place with regard to the U.S. armed forces? C. What is the definition of homeland security? D. Since travel regulations have changed, should the elderly and small children be exempt from submitting to standard search procedures? E. How are differences in cultural values and beliefs related to this topic? F. What are some methods of acculturation that have been directly experienced by you or individuals that you know since the events of 09/11?
Instructional Strategies and Application Exercises:	Content of the reading assignment is explored. Individuals are encouraged to ask questions, answer those listed above, and discuss the topic at length. Emphasis should be placed on providing students with opportunities to state how they are directly effected and allowing them to find and discuss ways of handling issues regarding this subject. With the use of performance-based evaluation and assessment techniques, students may demonstrate their mastery of the information provided by completing an internet research project, presentation, portfolio, or through other means of display as specified by the instructor. *Assignment Example: Conduct internet research and obtain three resources to prepare a presentation or MLA-style report that compares and contrasts the air travel experience and related regulations before and after 09/11.*
Methods of Evaluation and Assessment:	Distribution of a rubric is suggested when using performance-based evaluation and assessment tools (such as portfolios, presentation opportunities, etc.), so that students will be able to clearly determine their level of content mastery in accordance with the instructor's expectations.

Curriculum and instructional strategies that highlight application skills for acculturation and multiculturalism can be adapted across the curriculum and easily integrated into lesson planning sequences that address current events in school, work, and society (e.g., immigration,

appropriate social behaviors, intercultural contact, test-taking strategies, etc.). Introducing textbook content and providing opportunities for the demonstration of application skills should be required. By conducting lessons in this fashion, students will be able to participate in an ongoing discourse that expands their understanding of how to cope with societal changes, while continuing in the process of fulfilling their academic requirements for graduation.

Matriculation and Exposure to Acculturation and Multiculturalism

Assisting High School Graduates Who Enroll in Two-Year Degree Programs

For students who have successfully completed secondary level education requirements, matriculation to the community college level may be a more appropriate choice both academically and financially. Therefore, because of the novelty associated with introducing this concept to students in the classroom, this researcher proceeded to address the question that remained regarding the academic programs local community colleges are presently offering which include course content related to the subject of acculturation and multiculturalism. Answering that question would accommodate individuals who may graduate without the benefit of having been exposed to learning about application principles connected with this topic.

College Course Offerings

By accessing online catalogs, schedules, and course descriptions, a detailed analysis was conducted to examine curriculum offerings published during the Winter 2016 Semester for community colleges in the Detroit metropolitan area with two-year degree programs. Results are summarized below in Table 20.

Table 20

Curriculum Offerings for Community Colleges During the Winter 2016 Semester

Community Colleges:	Total number of academic programs currently offered:	Number of courses provided in acculturation and multiculturalism:	Number of programs with content related to acculturation and multiculturalism:	Number of programs where concepts/instructional strategies on acculturation and multiculturalism can be integrated:
College #1 in Wayne County = Wayne County Community College	89	0	Various	6
College #2 in Oakland County = Oakland County Community College	106	0	Various	19
College #3 in Macomb County = Macomb County Community College	102	0	Various	22
College #4 in Washtenaw County = Washtenaw County Community College*	73	1	Various	15

*This college offers one course specifically related to multiculturalism.
Note: Excerpts are from online resources listing for credit course sequence categories at Wayne, Oakland, Macomb, and Washtenaw Community Colleges (2016).

Introducing Students to Acculturation and Multiculturalism in Community Colleges

Using the phenomenological approach to interpret the findings displayed, the figures in column three of Table 20 demonstrate that none of the colleges reviewed offer a course which specifically focuses on teaching the concept of acculturation and its related application skills. However, College #4 in Washtenaw County/Washtenaw County Community College offers one course on multiculturalism, and that curriculum content includes instruction for teaching individuals who major in the field of education how to inform elementary level students about this area of study through the use of textual resources.

In order to acknowledge the changes taking place, the content of column four in Table 20 represents course descriptions for a varied number of programs. These include statements which clarify that in the process of teaching subject matter lessons, an acknowledgement will be made regarding cultural diversity, different values and beliefs of ethnic groups, intercultural communication, etc. However, many of these courses are offered with segments of what a class with the full emphasis on acculturation and multiculturalism would include, and a student has to either major in certain specific academic programs or enroll in a number of survey courses that provide a cursory review or brief level of exposure to the topics which are relevant in this area.

Column five of Table 20 contains the number of programs where concepts on acculturation and multiculturalism have been or could be easily integrated into lessons through the use of instructional strategies. A detailed breakdown of the data shown in column five is provided in Table 21.

Table 21

Programs Where Concepts/Instructional Strategies on Acculturation and Multiculturalism Can be Integrated

College #1 – Wayne County Community College (6 Programs)	**College #2 – Oakland County Community College (19 Programs)**	**College #3 – Macomb County Community College (22 Programs)**	**College #4 – Washtenaw County Community College (15 Programs)**
Business; Homeland Security; Office Information Systems; Paralegal Technology; Social Work; Teacher Education (Elementary)	Academic Support Center; Administrative Support Technology; Anthropology; Business; Communication; Computer Information Systems; Counseling; English; English as a Second Language; Foundational Studies (RE: Humanities); Global Studies; History; Homeland Security; Humanities; Marketing; Political Science; Psychology; Service Learning; Sociology	Anthropology; Applied Technology Related Courses; Business Communications; Career Experience; College Success Skills; Economics; Education; English; English for Academic Purposes; History; Homeland Security; Hospitality Management; Humanities; International Studies; Management; Marketing; Philosophy; Psychology; Reading; Social Science; Sociology; Speech	Academic and Career Skills; Anthropology; Business Management; Business Office Systems; Child Care Professional; Communication; Criminal Justice; Culinary Arts; Dance; Dental Assisting; English; English as a Second Language; History; Humanities; Sociology

Note: Excerpts are from online resources listing for credit course sequence categories at Wayne, Oakland, Macomb, and Washtenaw Community Colleges (2016).

Summary of Findings and Results on the Development of Course Content

Analysis. Curriculum is regulated by legislation, and at the secondary level, those guidelines called for students who are college and career-ready with knowledge about cultural diversity, different ethnic beliefs and values, intercultural communication, etc. In addition, with recommendations for resources, Tyler (1949) stated goals and objectives related to curriculum and instruction should be developed by all the stakeholders who are directly associated with and benefit from the education students receive. Stakeholders include the learners themselves, teachers, employers, the community and its leaders in business and industry. Therefore, course offerings and content, at both the secondary and post-secondary levels, are also planned in conjunction with requirements dictated by society in response to current events. For example, this point is evident when referring to the institutions of learning indicated above, because there are now additional course offerings listed in the field of medicine and newly created programs in the areas of technology, homeland security, alternative energy, and other subjects of growing importance.

While comparing and contrasting the program offerings to determine what commonalities existed in disciplines where instructional strategies on acculturation and multiculturalism could be integrated, it was determined that those which consistently emerged (as listed by three or more colleges) included: Academic Support/College and Career Success Programs; Anthropology; Business; Communication; English; Global/International Studies; Homeland Security; Humanities; Sociology; Technology. This list of programs pertain to the current 2015-2016 academic school year, and may be revised during the next semester based on changes in variables that relate to the development of course offerings at the post-secondary level. Scheduling modifications could take place as a result of economic adjustments, amended

legislation, training for new occupations, and responses to other societal issues that are of major concern for stakeholders.

Defining the Establishment of Educational Improvement at Local and State Levels

Stakeholders' input. A group of executives from the legislative arena, colleges/universities, and various sectors of business and industry collaborated with a single focus concentrated on improving Michigan's future in the areas of economics, education, and employment. According to their website, the following description has been provided:

> Business Leaders for Michigan (BLM) is the state's business roundtable, composed of the chairpersons, CEOs or most senior executives of the state's largest job providers and universities. Together, our members power one-third of the state's economy and educate nearly one-half of the state's university students, which makes us a powerful driver for economic development and change. (Business Leaders for Michigan, 2016, p. 1)

This group has planned to implement a turnaround strategy for "making Michigan a top ten state for jobs, personal income, and a healthy economy" (p. 1). BLM (2016) published an approach for making progress in the field of education, which presently involves "investment in key assets (particularly the state's talent pipeline), creating more educated and skilled talent at all levels, boosting post-secondary enrollment, and helping Michiganders access the education and training programs they need to be successful" (p. 2).

Content of Research and Curriculum/Instruction on Acculturation and Multiculturalism

Evaluating Documents

Using the constructivist interpretive research paradigm to build upon the knowledge obtained from studying legislative requirements for secondary level curriculum and the course

offerings with content related to this topic at the community college level, the exploration process was continued. An analysis was conducted examining relevant online resources and peer-reviewed journals developed by theorists whose work exemplified a direct focus on the topic. In addition to answering the research questions, the purpose was also to: (a) Determine whether there is a need for integrating instructional strategies that teach application principles on this subject; (b) learn about the content of curriculum and instruction being used on acculturation and multiculturalism in the State of Michigan at the secondary level; and (c) find out if a curriculum guide on this area of study has been developed for secondary level students in Michigan.

For locating journals and other applicable resources, queries were made using Google Scholar and the databases provided with categories listed in the Wayne State University Libraries online journals. Search criteria was limited to only those journals, research studies, and other internet resources directly related to the topic of acculturation and multiculturalism. In addition, the content of findings and results had to specifically involve curriculum and instruction on this subject for students in secondary level education programs, and/or beginning level undergraduate studies (such as those offered in community colleges, or courses for two-year degree/certificate training).

Approximately 90% of the information was located before relevant material could be extracted and then organized based on significance in each of the following categories: 1. Research studies in response to the hypothesis; 2. Government reports; 3. Other online resources; and 4. Curriculum and instruction. Findings from this data revealed the following information.

Results of Online Resources and Theorists' Perspectives in Peer-Reviewed Journals

Conclusions and significance. There is currently much more interest in the topic of acculturation and multiculturalism than was previously shown in the field of education over five years ago. Yet, even with the growing momentum, disseminating course content that focuses on this subject is not a specific requirement for students in Michigan at the secondary level.

In Michigan at the undergraduate level, concepts on acculturation and multiculturalism are being integrated into selected course sequences, and states outside of Michigan (such as Utah, Virginia, and Pennsylvania) have developed and implemented curriculum guides, teacher professional development sessions, and courses that highlight this instruction as a requirement for their students. Two of these courses and the content will be discussed later in this chapter.

Government reporting and selected research for discussion. Research has shown that governmental agencies have compiled statistics on the immigrants who migrate from their home countries to the U.S., theorists continue work to perform new studies on the effects of acculturation (which supports the initial hypothesis), educators are facilitating intermittent lesson segments that introduce the concept to students, and findings from all these procedures are consistently being published online. Illustrations are provided in the paragraphs that follow.

For example, research revealed that teachers and theorists reported a steady increase in English language learners (ELL) entering secondary and post-secondary educational programs. This information is also verified by the U.S. Department of Education, National Center for Education Statistics (2015), which stated that "The percentage of public school students in the U.S. who were ELL was higher in school year 2012-2013 (9.2%, or an estimated 4.4 million students) than in 2002-2003 (8.7%, or an estimated 4.1 million students) …" (p.1).

Similarly, acknowledging the rapid changes in U.S. student body demographics that are currently taking place, Keskin and Blalock (2014) confirmed the need for research and curriculum on the topic of acculturation, by stating that:

> As the schools evolve and reflect the increasing diversity of students, a disproportionate number of whom will live at or near the poverty level, it will be increasingly important that researchers, policymakers, and educators have a better understanding of the mechanisms and effects of acculturation. (p. 25)

Keskin and Blalock (2014) recommended that researchers "ground their work in theory" (p. 25). They examined the concept of acculturation and the requirement for more research on this topic. An analysis was conducted to review the work of numerous theorists who studied "child acculturation and schooling in the United States, in order to determine what theories were most frequently used and how these perspectives were being referenced" (p. 24).

Twenty-five research studies were chosen by the theorists for evaluation, and 18 referenced theory. It was evident that a variety of differences in groups and social issues were discussed, with the majority of articles having been published in the 2000s. Less than 5 out of 25 were made available in the 1980s and 1990s. It was also determined that "theories most frequently cited included Berry's Acculturation Model and Bronfenbrenner's Human Ecological Framework" (p. 27). Berry's Acculturation Model (2005) was mentioned in this research study as well, primarily because of its definition for the detailed reference to psychological and behavioral changes that take place at the individual level. I, too, have experienced and observed adjustments that are required during the acculturative adaptation process while working with students in the capacity of an Educator at both the secondary and two-year college level. Berry's Acculturation Model (2005) can be easily applied to the contexts of school, work, and society referred to in this research study.

Through examining the progress of recent knowledge acquisition about this concept, it was discovered that although the research continued to move forward, the novelty of its significance is still a factor with regard to preparing secondary level teachers and students in Michigan for this type of a learning process. Although the reporting of government agencies and theorists' perspectives revealed the statistical demographic circumstances and recent trends related to findings on the effects of acculturation, respectively, results confirmed that the research studies which directly involved student learning experiences and their perceptions about this concept were more helpful in demonstrating the need for integrating instructional strategies on acculturation and multiculturalism, and these were not abundant. Comments about lessons learned, which were provided by educators and the youngsters themselves, helped to convey the importance of an ongoing discourse that teaches content and application skills for success.

Relevant curriculum and instruction. Sam and Berry (2010) called for "more comparison studies and results that measure the adaptation of individuals and groups with regard to intercultural contact and acculturation" (p. 427). Findings from this online documentary analysis revealed that there are limited amounts of information available for extensive lesson planning related to acculturation. However, two types of relevant lessons for comparison and contrast were located, which presented specific examples of how instructional strategies could be integrated across the curriculum, and these are displayed in Table 22.

Tomcho and Foels (2002) stated that "Because of a lack of instruction on the topic of acculturation, the Cultural Exchange assignment was developed and implemented with students in a psychology class" (p. 226). This need for instruction was also addressed on a much larger scale in an undergraduate level international business course. According to Figueiredo and Mauri

(2012), the latter was made a requirement for students who were enrolled in the business program. See content for lesson samples below.

Table 22

Findings on Comparison of Research Studies Regarding the Acculturative Adaptation Process

Lesson #1 – Tomcho and Foels (2002)	**Lesson #2 – Figueiredo and Mauri (2012)**
Cultural Exchange Assignment – Goals/Objectives – Two groups were developed, Culture A and Culture B, for the purpose of experiencing the cross-cultural issue of acculturation in order to: 1. Get students to experience the process of acculturation; 2. Enhance students' awareness of acculturation issues in the world around them; and 3. Develop students' empathy for those experiencing acculturation. (p. 227)	Cross-Cultural Assignment – Goals/Objectives – "Used as a method of introducing an experiential learning activity to teach individuals about cultural differences, the purpose was to deepen students' self-awareness of their attitudes toward different cultures and to develop international managerial skills" (p. 367). Further, students were able to: "1. Gain intuitive learning skills (associated with the feeling dimension framework); and 2. Develop knowledge that depends on the task content of the assignment because the learning objectives are course-specific" (pp. 376-377).
Type of Course – Psychology	Type of Course – International Business
Time Period – One Class Session	Time Period – One Semester
Number of Participants – A total of 30 students were assigned to two groups consisting of 15 people in each group.	Number of Participants – A total of 4-6 students were assigned to each team, with 6-11 teams developed per course. These individuals were U.S.-based and international students.
Assignment – Cultural exchange activities between groups involved exploring "customs, types of currency, entertainment activities, and food for the new cultures; there were three exchanges centered on obtaining food, seeking entertainment, and asking for medical help" (p. 227).	Assignment – To complete all requirements successfully, each team had to accomplish the following tasks: "1. Perform research; 2. Exchange information; 3. Produce a report; and 3. Prepare a presentation with individuals from a very different culture with whom communication is difficult" (p. 368).

Note: Content is from Tomcho and Foels (2002), pp. 226-228; and Figueiredo and Mauri (2012), pp. 367-395.

Analysis. In comparing and contrasting the components of these studies and the results cited, it was evident that: 1. Instructional strategies on this topic may be integrated across the curriculum; and 2. Educators can apply a great deal of variability in the teaching and learning process with regard to lesson content, tools for evaluation and assessment, class size, and the time span to be allotted for disseminating information. Continued analysis revealed that, as demonstrated with these assignments, instructors can expect students' emotions to vary during

their participation in the learning experiences because of both an appreciation for being introduced to new concepts, and the lack of familiarity with encountering cultural aspects that are unfamiliar or different from their own.

Tomcho and Foels (2002) and Figueiredo and Mauri (2012) demonstrated that allowing students to collaborate with their colleagues in various mock scenarios and reality-based exercises will emphasize the benefit of moving beyond a vicarious textbook experience to more applicable events which can be compared to encounters that take place in everyday life. In addition to performance-based evaluation and assessment techniques, there are a vast range of options for verifying mastery levels, which may involve: Teacher observations, students' self-assessment, the reporting of individual and group reactions to intercultural experiences, and an ability to demonstrate the preparedness necessary for engaging in assignments related to international exchanges. Details for implementing several of these methods are outlined in the peer-reviewed journals cited above.

Lessons learned by students who participated in Cultures A and B could be compared by researchers, in addition to the results from similar assignments of this type, which was recommended by Sam and Berry (2010), as it would be interesting to explore the conclusions of those findings and discover implications for future study.

Tomcho and Foels (2002) indicated "Acculturation can occur whenever an environment changes, from the extreme changes of immigrating to a new country to the less radical changes of going to college" (p. 227), and Figueiredo and Mauri (2012) offered some assignment task content that can be used by educators and students. See Table 23.

Table 23

Sample Task Content

Assignments	**Assignments**
Learn as much information as you can in one week on topics such as the local culture, economy, institutions, business environment, and investment opportunities.	Identify five customs or cultural differences in the (foreign country). Assignment: U.S.-based students meet with international students and together identify, describe, and provide examples of five customs or cultural characteristics that are different between their two countries.
Both the U.S.-based and international students identify five things that they are most and least proud of about their country.	Develop a two-week service learning course in the foreign country.
Identify in detail how international students view the U.S. (both pros and cons). Assignment: U.S.-based students observe and summarize what international students think about Americans, the U.S. in general, and U.S. businesses operating in their country. In this process, U.S.-based students may clarify, confirm, or dispel, as the case may be, those particular foreigner views. This process allows students to learn more about foreign cultures and expand their understanding.	Gauging popularity of online social network websites in the foreign country, students will develop a group presentation that includes an introduction of the company and examines how communication technologies are used. These include the internet, cell phones, social networking websites, etc. One of the technologies examined must be demonstrated. Example: If Skype is discussed, use of it must also be demonstrated.
Establish a marketing research focus group from the country.	Compare the country of international students with another country in the same target region as a place for a U.S. company to do business.

Note: Content excerpt is from Figueiredo and Mauri (2012), pp. 378-380.

A number of additional suggestions were listed, and Figueiredo and Mauri (2012) even proposed asking group members to "reflect on and analyze a major ongoing current event of global significance from the perspective of each culture in a given group" (p. 380), just as specified in Tables 18 and 19. In addition, they stated that "At our particular school, U.S.-based students participate in the assignment as a requirement for selected international business courses in which they are respectively enrolled …" (p. 382). These lessons are excellent resources, since the content includes parallel concepts associated with the research and recommendations previously cited in this study about reasons for integrating instructional strategies on acculturation and multiculturalism for students in secondary level education programs.

Developing a Least Restrictive Environment (LRE)

Considering the reference to a bicultural or multicultural adaptive process. Teachers reported that their students achieved a higher level of academic success in learning environments where they were allowed to express their concerns, ask questions, relate textbook concepts to application principles, and work collaboratively with others.

Sam and Berry (2010) explained that "Not every group or individual enters into, participates in, or changes in the same way during their acculturation" (p. 437). In addition, "the kinds of attitudes members of the larger society have toward immigrants and/or the kinds of settlement policies the larger society has toward acculturating groups can influence the adopted strategy" (p. 477) with regard to acculturation.

Research findings have revealed a number of articles with content that discussed the numerous challenges students who are immigrants confront at school, and there is also an adjustment process that U.S.-based citizens must experience as well. These changes could be acknowledged, especially in the classroom. For example, Miller and Endo (2004) discussed certain issues related to the bicultural or multicultural adaptive process that teachers and their students have encountered:

> Even with the large numbers of children identified as limited in English proficiency (LEP), because of reduced resources in U.S. schools, students are placed in mainstream classes after just one or two years in such programs [as those designated for LEP or ESL learners], and teachers are put on the spot trying to work with students whom they are not trained to help. (p. 786)

As an instrument conducting this study and in the capacity of an Educator, I have found that the situation referred to by Miller and Endo (2004) is a reality, resulting in an uncomfortable learning environment for everyone involved. In addition to the language problems, there are other issues of concern, some of which are mentioned in this section.

Through the process of narrative inquiry, Miller and Endo (2004) revealed the experiences that many immigrants and new language learners in the U.S. school system have disclosed as a result of differences that relate to ethnicity and culture. “Students admit that they have been shamed or bullied in school because of their accent or inability to speak the English language fluently, and this causes a lack of motivation, reduced self-esteem and isolation” (p. 787).

Promoting a least restrictive environment (LRE) in the classroom is also important. Kurtz-Costes and Pungello (2000) agreed, and Miller and Endo (2004) stated that “New language learners are likely to be more successful if they are encouraged to embrace their own culture as they learn the new language” (p. 788). In addition, Miller and Endo (2004) indicated:

> When a lack of background knowledge that is needed to complete an assignment or to learn new information is added to language difficulties, students experience a heavy cognitive load, which is usually lightened if the students are at least able to draw on their own experiences and knowledge. (p. 789)

In summary, they listed recommendations for assisting students:

1. Reduce the cognitive load. The key is to choose activities and assignments that allow students to draw on their prior knowledge and life experiences.
2. Educators should consider the capacities of their students during the lesson planning process.
3. Evaluate teaching strategies and approaches. Allow students to become comfortable with the learning environment.
4. Reduce the cultural load by showing respect for the students’ languages and cultures.
5. Reduce the language load, explain/define words and phrases.
6. Regarding the new students’ native languages vs. English, do not prohibit the use of their home language while they are in the process of learning English. In addition, the skill of becoming bilingual is a valuable one.
7. Parents and teachers should work together as a team to help students, and parents should also get involved with their students’ school activities so that they may contribute to the learning process. (Miller & Endo, 2004, pp. 789-791)

Miller and Endo (2004) primarily focused on the challenges that international students may confront, which are accurately depicted, but there is also a bicultural or multicultural adaptation

process that should be considered in light of the adjustments that both teachers and students seek to accomplish in the newly structured educational environment. Recent changes in the demographics of U.S. student body populations require modifications in thinking and behavior patterns for each stakeholder in the field of education, whether domestic or international.

In returning to the educator's task of preparing all students in the U.S. school system to become college and career-ready, Miller and Endo (2004), and Suarez-Orozco, et al. (2016), informed teachers that some new citizens faced difficulties with understanding test content, citing state and federal education policies as one of the issues for concern:

> Like NCLB, the Common Core State Standards place considerable emphasis on standardized assessments and are highly English-language dependent. Math assessments, for example, require not only solving computation problems but responding to word problems – tasks that require English language skills. (p. 13)

That is also an accurate assessment with regard to demonstrating mastery of the skills learned. However, after making this statement, Suarez-Orozco, et al. (2016) did not fail to indicate that although the formatting of these assessments "have implications for ELLs" [English language learners], they cited the International Reading Association (2012) by adding that "efforts have begun to adopt interventions to support the Common Core for ELL students" (p. 13).

Preparing for College and Career-Readiness

Even with the challenges that have been cited by theorists, educators, and new English language learners, teachers are still charged with the responsibility of educating all students, and the State of Michigan has developed its definition for college and career-readiness, as provided by the National Forum on Education Statistics (2015):

> The Michigan Department of Education has adopted the following definition of college and career-readiness and included it in its ESEA* flexibility request: We define [college and career-readiness] as student preparation that is adequate to allow a student to pass first-year technical training and first-year college courses

> in core areas without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future. (p. 58)
>
> (*Elementary and Secondary Education Act (ESEA) of 1965.)

Conley (2008) discussed "the need to prepare more high school students for college and careers", then responded to the question asking "How should readiness be defined?" Conley indicated that college-readiness is based on a student's ability to possess the following four components: "1. Key Cognitive Strategies; 2. Key Content Knowledge; 3. Academic Behaviors; 4. Contextual Skills and Knowledge" (p. 24). A majority of these competencies are required in Michigan's Common Core State Standards (CCSS, 2010) and the High School Content Expectations (MDE/HSCE, 2006), but challenges continue to reside with making available the type of learning environment and differentiated instructional strategies that will allow students to become proficient in mastering these attributes.

In comparing the definition that Conley (2008) provided for college readiness with the description recorded by the Michigan Department of Education (MDE), it was found that the content similarity is almost identical, but Conley (2008) further defined the term success:

> A. College Readiness – The level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.
>
> B. Succeed – Defined as completing entry-level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area. … (p. 24)

Conley (2008) presented a list of characteristics the model student would possess, but in the absence of this foundational training, educators must then provide assistance by starting where the students are, and working with them to increase their levels of academic achievement. In addition, according to Conley (2008), "A student's successful transition to the college environment is often a function of their readiness – the degree to which previous educational and personal experiences have equipped them for the expectations and demands they will encounter in college" (p. 24). This statement is valid, and a distinction should also be made between being "*college-eligible* and *college-ready"* (p. 26).

Conley (2008) outlined an ideal preparation scenario for high school graduates who are required to meet college and career-readiness standards. However, the reality for students and educators is quite different from the expected circumstances. Therefore, learning acculturation skills and those listed by Conley (2008) is part of the preparation process for getting students college and career-ready.

Findings of Online Resources and Theorists' Perspectives in Peer-Reviewed Journals

Analysis. In determining whether there is a need for the integration of instructional strategies that teach application principles related to acculturation and multiculturalism, it was concluded that the hypothesis has been supported, since this requirement is based on:

1. Analyzing the results published in government reports and theorists' perspectives about changes in U.S. demographics, which have caused the transformation of student body population groups in the classroom;
2. Examining the legislators, business leaders, and instructors' comments about the need to prepare more students so that they will be college and career-ready;

3. Studying teachers and students' perceptions about the content and relevance of instruction that teaches topics related to acculturation, real life application principles, acceptance of cultural diversity, intercultural communication, strategies for assisting new English language learners, etc.; and
4. Evaluating the content of those lessons on this subject that are being developed and implemented for beginning undergraduate level courses in states outside of Michigan.

Next, with regard to learning more about the details of curriculum and instruction being used on acculturation and multiculturalism in the State of Michigan at the secondary level, those findings demonstrated that in the absence of a legislative mandate regarding this instruction for high school students in Michigan, this course has not yet become a requirement; but lessons are being developed and implemented on an individual and intermittent basis and published online by various educators. This is a good start, but it is not yet widespread. However, in certain states outside of Michigan, taking an acculturation class is required for some beginning level undergraduate students where the content is being taught in psychology and international business courses. These examples were cited in the resources provided by Tomcho and Foels (2002), and Figueiredo and Mauri (2012). With the content of their instructional methods, a variety of intercultural exercises and application skills were discussed.

Finally, another online search was initiated to discover whether a curriculum guide on this area of study has been developed for secondary level students in Michigan. Although there is no formal curriculum guide on acculturation and multiculturalism in existence for Michigan students in secondary level education programs, which lists instructional strategies and

application principles, best practices from this research document can be used as a starting point for effective teaching and learning experiences.

Interview Participants' Responses to Questions About Acculturation and Multiculturalism

Following the receipt of Wayne State University Institutional Review Board (WSU IRB) expedited approval, interviews were conducted to ascertain participants/informants' depth of knowledge on the topic of acculturation and multiculturalism in each person's capacity as a contributing member of society. Guidelines for authorization of this research study were specified in the IRB protocol requirements. To protect the participants' identities, names of individuals were changed and pseudonyms used in the reporting process. Contact with all informants (ages 18-35) was made through phone conversations, and appointments were scheduled to conduct interviews at locations that were convenient for them. Minimum interview time periods were from 45 minutes to one hour, and if the time needed to be extended, those intervals were agreed upon by the participant and researcher, and involved no more than an extra hour of interviewing time.

After the interview process was explained, key terms were defined (i.e., acculturation and multiculturalism, etc.), informants reviewed the consent form and interview questions listed in Appendices B-C, and a copy of these documents were provided for each of the participants before proceeding with the interviews. Responses to questions were written and transcribed by the researcher. Findings that are similar in content have been reported in the aggregate, but specific comments are also discussed to emphasize or provide clarification of the informants' perspectives. In addition, with the interview responses, answers were grouped into categories and analyzed based on relevance in order to: Discover new information; triangulate data to verify

consistency and reliability; confirm the hypothesis; and answer the research questions. See summary of results in Table 24.

Table 24

Findings Related to Interview Responses

Question Topics	**Participants – Type of Business or Academic Interest/Years of Experience or Education Level**					
	HM #1 – Gov. Agency (Suburban)/ Yrs. of Exp. = 3 to 4	HM #2 – Home Improvement Company (Urban)/ Yrs. of Exp. = 3	EDU #1 – Education – Business (Urban)/ Yrs. of Exp. = More than 5	EDU #2 – Education – English (Suburban)/ Yrs. of Exp. = More than 5	STU #1 – Science/ (Urban Secondary Level Ed. Program)	STU #2 – English/ ESL/Civics/ (Suburban Secondary Level Ed. Program)
#1. Observed changes and challenges related to diversity in student body demographics during the last few years.*						
	N/A	N/A	Y	Y	Y	Y
#2. Reported that foundational skills are required for success in all areas of society.*						
	Y	Y	Y	Y	Y	Y
#3. Perceptions of whether students are being adequately prepared for acculturation into college/employment.*						
	Y and N	N	N	N	N	Y and N
#4. Reported recent increases in diversity in the U.S., and perceptions of percentages in school and work settings.*						
	Y 65%	Y 50%	Y 75-100%	Y 75-100%	Y 70-100%	Y 50%
#5. Confirmed that based on increases in diversity, new knowledge has to be acquired.*						
	Y	Y	Y	Y	Y	Y
#6. Stated environment and context effect an individual's ability to acculturate.*						
	Y	Y	Y	Y	Y	Y
#7. Confirmed that there have been economic and social changes in the U.S. in recent years.*						
	Y	Y	Y	Y	Y	Y
#8. Observed an increase in issues related to crime.*						
	Y	Y	Y	Y	Y	Y
#9. Responded to whether concepts about acculturation and multiculturalism are being taught.*						
	Y and N	N	Y and N	N	N	N
#10. Indicated a need to develop course content on the topic of acculturation and multiculturalism.*						
	Y	Y	Y	Y	Y	Y

Notes: Hiring Managers #1-#2 = HM; Teachers/Educators #1-#2 = EDU; Students #1-#2 = STU.
Affirmative Response is Yes = Y; Negative Response is No = N.
*Additional detailed comments regarding questions are also provided in this section.
N/A = Not Applicable

*__Additional Detailed Comments Regarding Question Topics Listed in Table 24__

Each question topic (#1-#10) has been assigned a code. Participants' answers to questions were coded for analysis in determining frequency of response. Findings and results will be discussed at the end of this section.

Definitions and Question Codes

1. Changes/Challenges Related to Diversity	Code = CC/DIV
2. Foundational Skills	Code = FOUNDSK
3. College and Career-Readiness	Code = CCREADI
4. Increases in Diversity/%	Code = INC/DIV%
5. New Knowledge	Code = NEWKN
6. Environment and Context	Code = ENVIRON/CON
7. Economic and Social Changes	Code = ECON/SC
8. Increases in Issues Related to Crime	Code = INC/CRM
9. Teaching Acculturation/Multiculturalism	Code = TCH/ACC&MUL
10. Course Content/Acculturation/Multiculturalism	Code = CRSCN/ACC&MUL

Participants' Answers to Interview Questions

1. RE: Observations of changes and challenges related to diversity in student body demographics during the last 2-3 years. (Code = CC/DIV)

   Responses:
   EDU – Changes in student body demographics have increased the addition of more learners in the classroom from different cultural backgrounds. (CC/DIV)

   STU – Changes/challenges were noticed in student body demographics, which include those related to learning. A student stated that "Maybe individuals from certain cultural groups tend to learn at a slower rate because of the areas they come from. Perhaps their previous schools did not focus on certain subjects and concepts that schools in other affluent areas may have focused on more."
   (CC/DIV, ENVIRON/CON)

   It was also reported that a student noticed and experienced problems with understanding English words, phrases, and abbreviations used in context during in-class lectures and standardized testing. (CC/DIV, NEWKN)

2. RE: Reports that foundational skills are required for success in all areas of society, and this assessment also includes the types of competencies needed for success in school and work settings. (Code = FOUNDSK)

   Responses:
   HM – As a representative from business and industry, a hiring manager explained that when selecting individuals to fill clerical positions, "Essentially, people need to be able to utilize technology, take notes, enter data into different systems and obtain information. Stating that a person should possess clerical skills refers to an all-encompassing ability." (FOUNDSK, CCREADI)

   HM – Hiring managers for blue-collar jobs, such as those needed in a home improvement company, require contractors and employ individuals who should have some knowledge in their area of expertise. Workers should have completed some level of schooling and obtained a certificate or license that verifies their ability. There are new employees who are recommended by other people, and their performance has to be initially observed to determine competence if they do not possess any credentials. (FOUNDSK, CCREADI)

   EDU – Teachers reported that when new students enroll in their classes or when the semester starts, they are hoping individuals have gained enough skills and knowledge from completing the previous grade level to be successful in reading, comprehension, and responding to the concepts that will be introduced. It is also the hope that basic skills learners possess will allow them to excel academically with grasping content in course material for the grade level to which they matriculate (i.e., moving forward one grade and advancing into the next class as a new student). (FOUNDSK)

   STU – Admitted that when starting new classes, they believe teachers expect for them to demonstrate skills related to attentiveness and listening (especially regarding content that they know nothing about). One student said, "If I come into a class where I am supposed to have prior knowledge, I feel the teacher expects for me to come in with some foundational skills. For example, if I come into an algebra class, I should already know how to add, subtract, multiply, and divide." (FOUNDSK)

3. RE: Perceptions of whether students are being adequately prepared for acculturation into college/employment (i.e., college and career-ready). Participants also responded to the question that asked what hiring managers, educators, and students perceived were employees and students' strong skills, and which competencies appear to more frequently need improvement. (Code = CCREADI)

   Responses:
   HM – Answer was yes and no regarding adequate preparation for entrance into college/employment. With regard to the business office setting, when asked what percentage of newly hired employees are actually qualified for the positions they apply to receive, the hiring manager stated that at least 80% of the people hired are

qualified and can be trained. However, undergraduates may have a hard time understanding certain concepts. (CCREADI, INC/DIV%)

When asked what abilities have you found that new employees exhibit well, and which skills would you say they need to improve most, the business office HM stated that for some people, their communication skills are very good. They are able to adapt to different situations in the office, etc. There are also new employees who seem to experience difficulty with utilizing electronic systems that are familiar to most people. (CCREADI)

Question: If there are workers in your company who could benefit from additional academic training, what types of instruction would you recommend? Answer: Additional instruction would include training with the use of technology, and an overview of the government office procedures from start to finish, as well as responsibilities of job duties. (CCREADI)

HM – Answer was no regarding adequate preparation for entrance into college/ employment. According to the home improvement HM, labor workers should have knowledge in their field of expertise. For example, a plumber should have obtained a license and must have learned how to fix pipes, clear drains, install hot water heaters, furnaces, etc. Employees in the field of home improvement should be able to safely perform demolition work, rehab properties (for indoor and outdoor appurtenances), and complete installation of drywall, sinks, tubs, electrical fixtures, etc. They should have also finished some type of schooling related to a construction program, or certification/licensing process. (CCREADI)

Some labor workers need more training with learning how to be dependable, and with possessing a work ethic. For example, they should come to work with the intention of performing their duties rather than having cell phone conversations while they are supposed to be working.
(CCREADI)

EDU – Answer was no regarding adequate preparation for entrance into college/employment. Teachers revealed that at least 1/3 or 33% of new students require remediation when they first enter the class, and stated that percentage may result from a lack of academic preparation in previous grade levels/courses. There are a variety of other reasons why students may not be prepared for successful matriculation (i.e., the need to have knowledgeable educators assist with helping them to develop their academic learning skills, poor attendance in prior grades levels, bullying, unfavorable situations in their living arrangements/school environments, etc.). (CCREADI, FOUNDSK)

Some students with high levels of academic achievement may show enthusiasm and read, write, and comprehend well. It has been observed that there are other students who need help in these areas, and practice with retention and note-taking skills.

Listening, following directions, and exhibiting appropriate behaviors are also abilities that need improvement. (CCREADI, FOUNDSK)

At the beginning of a semester, additional academic training or remedial assistance could include pairing collaboration partners; referring students to a Writing Lab where tutors can provide help with proper writing standards, formatting research papers, and developing ideas; assigning a reading coach for those who require support in that area would benefit learners as well. (CCREADI, FOUNDSK)

STU – Academic strengths include possessing math and reasoning skills, and academic weaknesses involve a need for improvement with studying skills and eliminating procrastination. A request for instructional assistance that would improve academic skills in school would depend on the class in which the student is enrolled. One student stated that there would be a need for materials to study, information, methods, and procedures that are relevant to the class following enrollment. (CCREADI, FOUNDSK)

STU – Academic strengths include learning to read and write English grammar well, but the academic weakness would be understanding some of the bigger words in vocabulary lists, short stories, and conversations. A reading tutor may be able to help with that. (CCREADI, FOUNDSK)

4. RE: Reports of recent increases in diversity in the U.S., and perceptions of percentages in school and work settings. (Code = INC/DIV%)

Responses:
When asked to define the term diversity and state the perceived percentage of that change in school and work settings, answers were varied and are explained below.

HM – "Defining diversity in relationship to a workplace setting refers to individuals with different specialties, and the inclusion of different people, ideas, and backgrounds. The percentage of diversity in my workplace is: For the entire company of full-time staff members, there are 65% African-American; and the interns consist of a largely diverse group of individuals, although the members of that group are predominantly White." (INC/DIV%, ENVIRON/CON)

EDU – Diversity is difference in culture, cultural values, ethnicity and belief systems. Percentages of diversity vary from class to class and are gradual, but an increase in diversity has been taking place in the last 3-5 years (approximately 75-100%). (INC/DIV%)

STU – Diversity is defined as differences in cultures and people. As for the percentage of diversity observed in classes, that depends on the actual area or location of the school. In Detroit, on the east side of the city, the population may be predominantly African-American, and in downtown Detroit, there may be more

ethnic diversity. There is anywhere from a 70% to 100% change in diversity, depending on what school you attend. (INC/DIV%, ENVIRON/CON)

5. RE: Confirmation that based on increases in diversity, new knowledge has to be acquired. (Code = NEWKN)

   Responses:
   HM – Some of the new knowledge acquired involves learning how to interact with the transgender community (communicating in the way that is preferred); and also using different technological systems that are paramount for completing daily work. (NEWKN, CC/DIV)

   EDU – One of the teachers reported that some of the new knowledge acquired as a result of the diversity encountered in the classroom includes: "A need to stop whatever I am doing and concentrate on understanding exactly what is being conveyed to me by the students; I have to ask questions; I must practice remembering that although I may have obtained knowledge in my field of study regarding education, I am not all-knowing and the only source of information regarding the different cultures that my students represent; I have to give students an adequate amount of wait time to comprehend and answer questions, because of their need to decode and learn the English language with fluency." (NEWKN, CC/DIV)

   STU – New knowledge acquired as a result of the diversity encountered involves understanding, because people do not understand where you are coming from sometimes. (NEWKN, CC/DIV)

6. RE: Statements which verify theorists' perspectives that environment and context effect an individual's ability to acculturate. (Code = ENVIRON/CON)

   Responses:
   HM – Regarding the effects of environment and context on an individual's ability to successfully acculturate in different societal settings, depending on where the employment is located (whether in a corporate or retail setting), and the type of work that an individual is assigned to do, there may be more room to learn about different people. In a results-driven atmosphere, that type of a work environment does not lend itself to a great deal of coworker interaction and down time. (ENVIRON/CON, NEWKN, CC/DIV)

   EDU – Environment and context both play a crucial role in the acculturation process, because if an individual is to be successful in acculturating, he/she must learn the appropriate skills and behaviors necessary to accomplish this requirement. Research theorists have demonstrated the importance of self-management, the security of knowing what is expected, and the ability to meet or exceed those expectations, which are key factors in the acculturative adaptation process. With the exception of transferring hard and soft skills that are adaptable to any situation, there are certain circumstances that call for exhibiting different competencies based on the

environment or context. For example, the behavior that is appropriate for a person to exhibit at a R&B concert is very different from the conduct that is expected while attending a religious service or country club dinner reception, and all three of these events are held in public venues.
(ENVIRON/CON, NEWKN, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – Environment and context effects a person, because if they haven't been exposed to something, then they won't know about it. If people have not been around people of a certain culture, they will not know how to act around them. [Here, I must also add that the term culture is relative, in that this exposure could refer to a knowledge of cultural differences, or an awareness related to variations in the culture of certain environments.]
(ENVIRON/CON, NEWKN, CC/DIV, TCH/ACC&MUL, CRSCON/ACC&MUL)

7. RE: Verification that there have been economic and social changes in the U.S. in recent years. Participants defined the phrase social behaviors and discussed the economic and social changes they observed in the U.S. in recent years.
(Code = ECON/SC)

Responses:
HM – Hiring managers reported that social behaviors are those actions which are picked up from the environment (such as home, church, friends, school, the media, magazines, or whatever has been going on generationally in one's family setting). Observations of changes in social behaviors include noticing that: 1. Some people are more inclined to use colloquial language in professional settings; 2. There are a number of individuals who do not understand the expectations that are associated with working in an office; 3. Many people have become concerned with the individual rather than team player perspective; 4. There is not enough positive reinforcement coming from managers to encourage employees; 5. Technology helps and hurts the communication process, because people who primarily depend on this mode of interaction are less inclined to be concerned with developing more acceptable writing skills; 6. Critical thinking abilities are not being used; 7. In addition, some employees are not doing what is necessary to retain employment. All these circumstances result in a high turnover rate for employers.
(ECON/SC, FOUNDSK, NEWKN, CCREADI, ENVIRON/CON, TCH/ACC&MUL, CRSCON/ACC&MUL)

In the past 2-3 years, it has been observed that U.S. citizens are still recovering from the crisis of 2008, and from a social standpoint, there has been more discussion and tension regarding race relations. There were also previously more people enrolling in certain professional college programs, and now there are not.
(ECON/SC, CCREADI, ENVIRON/CON)

EDU – Social behaviors can be defined as the conduct that individuals display in different settings. In the past few years, it appears that an "anything goes" standard is becoming widespread. For example, it is customary to stand in line to receive services

in the post office or restaurants, etc., and it has been observed that some people will just walk up to the counter (even while people are standing in line) and ask for assistance; in addition, different things that people are saying and doing in public are extremely inappropriate, etc. These behaviors relate to successes and crisis of the day because with the lack of adherence to rules and regulations, which are put in place for the benefit of everyone, confusion takes place, and all citizens must accept the consequences associated with reestablishing order again. For example, before the incidents of 09/11, procedures for air travel were not as difficult as those that have been instituted now. Since that time, everyone must adhere to the new policies that are being strictly enforced. (ECON/SC, ENVIRON/CON, NEWKN)

In the past 2-3 years, there have been numerous changes in the economy, different social issues, and matters related to diversity in the U.S. For example, the economic stability of the U.S., Michigan, and Detroit decreased after the automotive industry decline and housing crisis. Even with the retribution that U.S. government officials and legislators have enacted, the recovery is still very slow. In addition, immigration and unemployment have increased in the U.S. during this recession period, and the financial situations in individual households where there is low income have been less than favorable. This fact is true for both domestic citizens and international immigrants. As a result of these circumstances, students are experiencing vast difficulties while facing this reality on a daily basis.
(ECON/SC, ENVIRON/CON, NEWKN, CC/DIV, INC/DIV%, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – Social behavior is defined as how someone acts around other people and in social environments – how a person acts socially. With regard to observed changes in social behaviors, people's behaviors have changed. For example, gay marriage is more acceptable now than it was in the past, etc. When asked if behaviors have changed about acculturation and multiculturalism, the answer was "Maybe it's getting better. Well, some people from minority cultures are beginning to try to further themselves more." (ECON/SC, CC/DIV, NEWKN, ENVIRON/CON)

8. RE: Observed increases in issues related to crime, and discussions about the effects of economic and social changes as well as diversity on U.S. citizens.
(Code = INC/CRM)

Responses:
HM – When asked about perceptions regarding reasons for issues of crime in the city and its surrounding areas, the answer was that there are a number of reasons, but only some of those will be mentioned here: There is an overwhelming economic situation right now; there exits a sense of lawlessness; some lawmakers may not be setting good examples or portrayed as the positive role models that citizens should follow, and individuals may feel that such leaders do not have their best interests at heart; the impact of gentrification makes people feel they are not being included in the turnaround plans that have been established and are now underway in the City of Detroit; there is also a great deal of access to drugs and weapons.
(INC/CRM, ENVIRON/CON, ECON/SC)

HM – Question: What would you say have been the effects of economic and social changes, as well as diversity, on U.S. citizens? Answer: There are both positive and negative effects on U.S. citizens with regard to the economy, social changes, and diversity. For example, the potential for learning is definitely a positive factor, however, attempting to accept diversity and the exposure to values and beliefs that are different from one's own can prove to be challenging and may become a potential cause for conflict.
(INC/CRM, NEWKN, CC/DIV, ENVIRON/CON, ECON/SC, TCH/ACC&MUL)

People are not as friendly and congenial toward one another, they are more individualized in their behaviors. Citizens are focused on trying to better themselves and their families. People are not coming together for the greater good in the U.S. right now, not unless a major crisis takes place. (ENVIRON/CON, ECON/SC)

EDU – Reasons for issues of increased crime in the city are partially because of a lack of financial resources, and a lack of hope. People need money right now, and the adjustment or acculturation and adaptation process that is associated with handling recent societal changes has resulted in different levels of desperation. Individuals are looking for ways to survive. Taking care of themselves and their family members are #1 on the priorities list.
(INC/CRM, NEWKN, ENVIRON/CON, ECON/SC, TCH/ACC&MUL)

STU – "Reasons for issues regarding crime in the city and its surrounding areas relate to environment. If a person was raised in an area or moved to a neighborhood where there are gangs or drug use, then in order for that person to feel comfortable, they have to acculturate in a manner that will allow them to fit into that environment." This informant reminded the researcher that "A person becomes a product of their environment." (INC/CRM, ENVIRON/CON, ECON/SC)

STU – "Effects of the economic and social changes and diversity on U.S. citizens have been negative. I do not like the way politicians are acting just to get into office." [Student went into a discussion about reasons for not believing in aspects of the current political system, etc.] (ECON/SC, CC/DIV)

9. RE: Responses about whether concepts related to acculturation and multiculturalism are being taught. Participants were asked to define their perception of acculturation and multiculturalism, and after being informed about the definition of these terms, informants stated whether they believed principles related to this topic are being taught, and they provided their recommendations about the knowledge educators would need to acquire to teach this course. (Code = TCH/ACC&MUL)

   Responses:
   HM – Acculturation is defined as people who are not from a certain area or place coming to that location and learning the ideas or culture of the individuals where they are assimilating with regard to language and social cues. Multiculturalism involves

engaging with different cultures, learning from them, and incorporating them into the majority. (CC/DIV, NEWKN, ENVIRON/CON)

HM – Question: In what ways are you aware of that social institutions include curriculum that teaches high school students about acculturation and multiculturalism and related application skills? Answer: "No, that is not being done. Courses are available on work force development, but not anything specifically on acculturation and multiculturalism. At the post-secondary level in a four-year university, I enrolled in a course where intergroup dialogue took place." (TCH/ACC&MUL)

HM – Question: In relationship to the topic of acculturation and multiculturalism, how can high school students acquire the necessary information, training, and experience that they need to become successful employees or college students? Answer: They can job shadow experienced co-workers; obtain employment in high school; enroll in courses that will specifically prepare them for the workforce; do research on the psychology behind working and maintaining a job.
(NEWKN, CCREADI, TCH/ACC&MUL, CRSCON/ACC&MUL)

HM – Question: How are today's employees learning about appropriate social behaviors, diversity, and intercultural contact? Answer: People are learning through experience and interacting with others, they may also ask individuals from the older generation about what is appropriate in certain situations, they are learning by trial and error, and there are employee handbooks and YouTube videos that people can use for reference. (NEWKN)

HM – Question: Prior to the development/implementation of employee training modules on this topic, what knowledge content would a hiring manager have to obtain? What are some of the training strategies you have had to learn, develop, and implement in the work setting to accommodate the employee demographics with regard to differences in ethnicity and cultural values/beliefs? Answer: An individual who develops workplace training modules would have to possess knowledge of different cultures, races/ethnic groups, concepts related to cultural sensitivity, applicable laws, and cultural practices (such as dress, religious customs and traditions, etc.). As for making accommodations, hiring managers should try to include everyone in the office during staff meetings and when special events take place. It is also important for coworkers to learn about each other and work together cooperatively. (NEWKN, TCH/ACC&MUL, CRSCON/ACC&MUL)

EDU – Acculturation is defined as being able to seamlessly fit into society by exhibiting the appropriate social behaviors, and some of the conventional societal institutions developed in the United States (Western Culture) include government agencies, schools, work environments, etc. Multiculturalism is the acknowledgement of different cultures, ethnicity, values and belief systems, in order to understand them and their contributions to society. (NEWKN, CRSCON/ACC&MUL)

EDU – I am aware that concepts and related application skills regarding acculturation and multiculturalism are taught from time to time in certain classes or at certain times

during the year (perhaps with content for business courses, or during Black History Month programs in February, or with other culturally related holidays like St. Patrick's Day, etc.). There is not a widespread, formally-adopted educational program in existence that promotes teaching and learning about this topic. (TCH/ACC&MUL)

EDU – If students are being prepared by schools and other community-based organizations to learn about this concept, it may be accomplished through integrating related principles at different time periods while providing instruction in other courses (such as those offered in common core subjects, CTE classes, or on-the-job training modules). So, this new knowledge may be embedded with other information, but individuals are not being specifically told that they are learning about acculturation and multiculturalism, and they are not given opportunities to discuss any issues or concerns that they may have. I think that with the rapid increase in societal changes, the importance of conversations about this subject has been overlooked. I cannot honestly say that such a omission has been purposeful in the field of education overall, because theorists are continuing to research and draw conclusions about this area of study, and educators in other states outside of Michigan are developing and implementing curriculum guides and required courses with a focus on acculturation.
(TCH/ACC&MUL, NEWKN, CRSCON/ACC&MUL, ECON/SC)

EDU – High school students can acquire training and experience about this topic if related concepts are introduced to them at home, in school lessons, or through on-the-job training.
(NEWKN, FOUNDSK, CCREADI, TCH/ACC&MUL, CRSCON/ACC&MUL)

EDU – Before teaching a course on acculturation and multiculturalism, an educator would have to receive professional development training to learn about: The definition of these terms; the importance of this concept and its implications for curriculum and instruction; benefits for individuals in school, work, and societal settings; variations in pedagogical methodology and differentiated instructional strategies that relate to disseminating information to students on this topic.
(NEWKN, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – Students are not being taught about acculturation. Multiculturalism is diversity, which is defined as differences in cultures and people.
(NEWKN, CC/DIV, TCH/ACC&MUL)

STU – In response to the question that asks in what ways are you aware of that schools and other institutions teach students about acculturation and multiculturalism and its related application skills, the student stated, "They tell us what they want us to know. Different subjects are taught, but we may not be given all the right information about certain things." (NEWKN, TCH/ACC&MUL)

When asked about whether students are being prepared for successful acculturation into employment or post-secondary education, the response was "No. None of that.

Students are not being prepared. It's life. Students can get the training they need to learn more about this topic by being around different cultures. … It would be good to start this type of learning at a young age. It has to be in your heart – the desire to learn about different cultures has to be in your heart."
(NEWKN, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – Prior to developing curriculum and instruction on this topic, the student stated that an educator should be well-versed regarding this subject, and possess knowledge of different religions, nationalities, cultures, etc. (NEWKN)

10. RE: Indication of a need to develop course content on the topic of acculturation and multiculturalism. Participants discussed what the instruction for this class would include, possible tools for evaluation and assessment, and their perspectives on the implications of continuing to overlook the need for a comprehensive discourse on this subject. (Code = CRSCON/ACC&MUL)

    Responses:
    HM – Question: To what extent do you feel that students are being adequately prepared by institutions for successful acculturation into employment and post-secondary education programs? Answer: Students are not being prepared, and they need to not only learn and understand core knowledge, they also need to learn how to deal with the stressors of intercultural relationships, understand the importance of acknowledging authority, learn to interact with people who have backgrounds that are different from their own; and understand that from an academic and social standpoint, there are different cultures within workplace environments (i.e., a business office culture is different from a retail culture, etc.).
    (NEWKN, FOUNDSK, CC/DIV, CCREADI, ENVIRON/CON, TCH/ACC&MUL, CRSCON/ACC&MUL)

    HM – Question: If a class could be developed that focuses on providing instruction about this subject, what content and application exercises should be included? Answer: Content for a course on acculturation and multiculturalism should highlight different current events, and discuss what is taking place in various areas, races/ethnic groups, cultural diversity, and interacting with individuals from diverse backgrounds. Application skills could include conducting a variety of simulation exercises, having group discussions, as well as facilitating cultural conflict scenarios related to real world experiences.
    (NEWKN, CC/DIV, FOUNDSK, ENVIRON/CON, ECON/SC, TCH/ACC&MUL, CRSCON/ACC&MUL)

    HM – Question: How does not learning about appropriate social behaviors, diversity and intercultural contact effect society? Answer: "Not learning about these concepts directly correlates with the existence of any problems society may face, and this goes back to our previous discussion about increased drug use, criminal activity, etc. This lack of knowledge creates and fosters an inability to perform successfully in society."
    (NEWKN, CCREADI, INC/CRM, TCH/ACC&MUL)

EDU – If a class on acculturation and multiculturalism could be developed, some content and application exercises might include: Discussions about current events in society; the U.S. economy, legislation, immigration, etc., and the effects of these and other important issues on individuals who live in this country; appropriate behaviors to exhibit and suppress, etc. Application principles might involve conducting research about: Intercultural contact; the values and belief systems of a culture different from one's own; comparing and contrasting the foods, clothing, religion, and entertainment offered in Western Culture vs. that of a different culture.
(NEWKN, CCREADI, FOUNDSK, ENVIRON/CON, ECON/SC, TCH/ACC&MUL, CRSCON/ACC&MUL)

Tools for evaluation and assessment of student learning on this topic could include rubrics, performance-based demonstrations of content mastery (e.g., the development of portfolios, online research documentation, reports, presentations, collaborative group work projects, etc.). This is not an exhaustive list of options for course content and application exercises, there is much more that could be done in a class like this.
(NEWKN, CCREADI, TCH/ACC&MUL, CRSCON/ACC&MUL)

EDU – If students are not taught about the importance of this concept, then there will continue to be a lack of knowledge regarding conduct that should be suppressed in certain venues, exhibiting appropriate social behaviors, and practices that promote success for individuals.
(NEWKN, FOUNDSK, CCREADI, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – When asked what content and application exercises would be included in a class on this topic, the student suggested "Everybody should be assigned a buddy or partner to work with from a different cultural background. The only way anyone can learn about another culture, is to be around someone from another culture."
(NEWKN, CCREADI, FOUNDSK, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – In response to the question that asked why studying acculturation is important, the answer was, "Because you have to do it [acculturate], acculturation allows people to talk and share ideas."
(NEWKN, CCREADI, TCH/ACC& MUL, CRSCON/ACC&MUL)

STU – Question: What type of evaluation tools could be used to assess students' learning regarding this topic? Answer: "Different activities could be conducted with different cultures. This class is unique, so for evaluation and assessment, each cultural group could write their own test questions and answers to avoid the potential for bias, and the questions would then be distributed to students in a group where the culture is different from their own. For example: African-Americans could write such questions as: 1. Why do we practice this or that tradition; or 2. What is the reason that we speak in this manner? An individual from a culture that is located in the Middle East could begin their test questions with these examples: 1. Why is it important for women to wear a veil over their faces when they go outside of the home; and 2. How many times per day are prayers/observance required? [It should be added here that after the

questions have been distributed and answered, then the cultural group that originated the questions would then provide the correct responses, and a discussion would follow that assignment. This researcher was impressed with the informant's response. This would definitely be a meaningful learning experience for everyone involved.] (CC/DIV, FOUNDSK, CCREADI, NEWKN, ENVIRON/CON, TCH/ACC&MUL, CRSCON/ACC&MUL)

STU – When asked what could result from a lack of learning about the topic of acculturation and multiculturalism, one student responded that without this knowledge, "We will never be truly united as a country, as a world, or as humankind."

Summary of Perspectives on Findings Related to Interview Responses

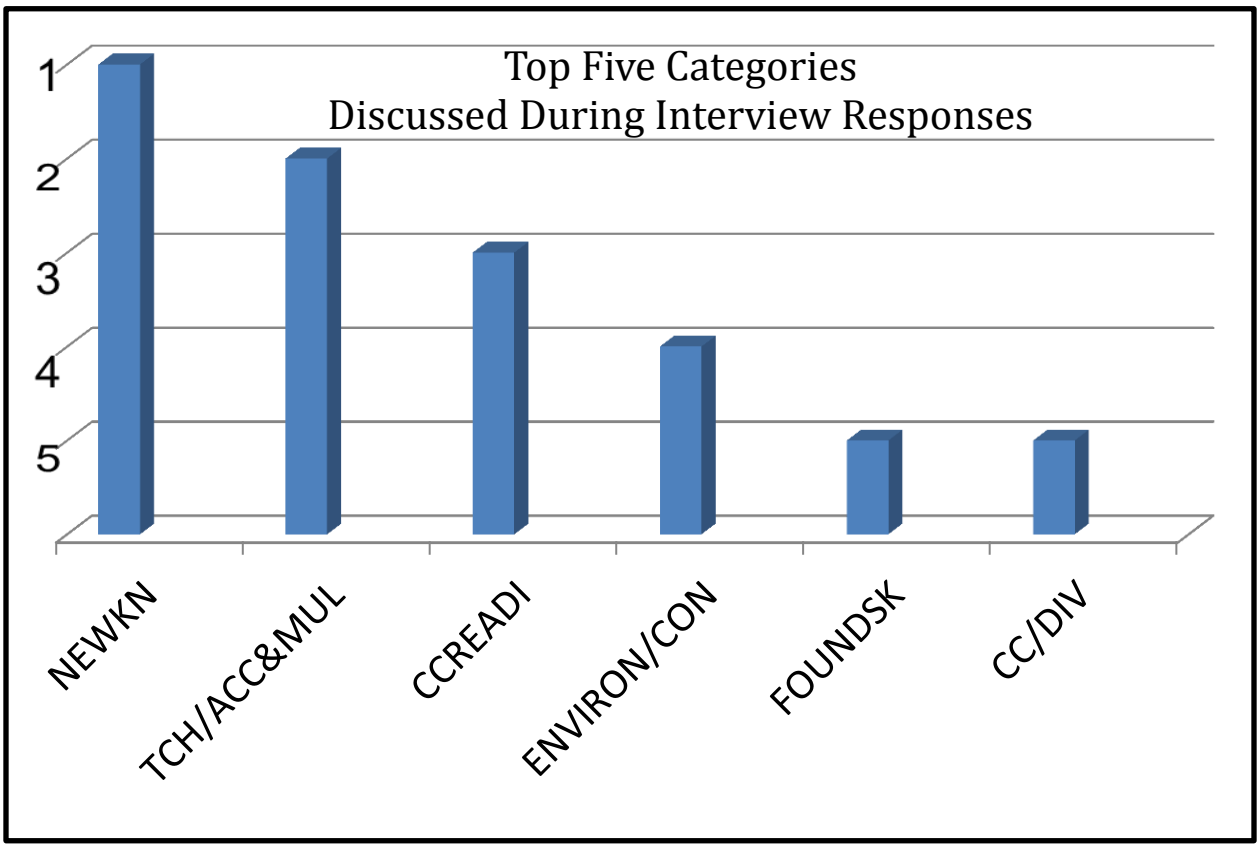
Identifying Themes and the Pervasive Phenomenon

Analysis. Key Codes for Table 25 are listed below.

1.	New Knowledge	Code = NEWKN
2.	Teach Acculturation and Multiculturalism	Code = TCH/ACC&MUL
3.	College and Career-Readiness	Code = CCREADI
4.	Environment and Context	Code = ENVIRON/CON
5.	Foundational Skills	Code = FOUNDSK
	Changes/Challenges Related to Diversity	Code = CC/DIV

Table 25

Ranking Order of Recurrent Themes



Findings and results from participants' coded answers are displayed hierarchically based on frequency of response, and the top five categories are listed, with #1 representing the topic referred to most, and subsequent numbers indicating those subjects discussed least during the

interview sessions. Some categories are interrelated and overlap. Therefore, even though each topic is assigned a separate code and responses were primarily related to the specific questions asked, it was determined that information associated with other themes was expressed by the participants and, in those instances, the additional codes were recorded. As shown in the Key Codes list, the #1 topic of discussion was the acquisition of new knowledge; #2 represents a need for instruction in this area of study; #3 demonstrates that participants indicated the importance of college/career-readiness for students and employees; the #4 response shows environment and context as an important factor in discussing the acculturative adaptation process; and for #5, both foundational skills and changes/challenges related to diversity were cited at the same rate of frequency. It is also important to note that with the new knowledge to be acquired as a result of changes encountered through experiencing diversity in school and work settings, informants provided a great deal of course content that educators and students should learn in professional development training and class sessions as well.

After analyzing the information gathered from each participant, findings revealed that themes which consistently emerged were related to specific variables effecting the acculturative adaptation process; and in addition to those listed above, understanding in communication, and an ability to efficiently utilize technology were cited. It was also pointed out that the term culture is relative, as this reference could be associated with both the structure of an organizational setting, and the values, beliefs, or practices of individuals from different ethnic backgrounds.

Triangulation of Data

When three or more credible sources draw similar conclusions in support of the same theoretical concept, then triangulation of data has been achieved. Some examples are demonstrated in this section with:

A. Comments discussed by Eisner (1979); Schwartz, et al (2010); and Kurtz-Costes and Pungello (2000), who emphasized the importance of acknowledging language barriers and revising instructional content to improve comprehension.

B. Observations of Molinsky (2010); Tomcho and Foels (2002); and Schwartz, et al. (2010), which support the assertion that both environment and context effect the acculturative adaptation process.

C. Content of government documents/legislation, hiring managers' views, and teachers/students' interview responses that verify a need to prepare individuals who will be college and career-ready, as these statements refer to key characteristics/competencies which parallel those cited by Conley (2008); CCSS (2010); and MDE/HSCE (2006).

Findings from these perspectives are discussed in the following paragraphs.

Encountering diversity. Educators and students reported that they observed changes and challenges related to diversity in student body demographics during the last few years. Individuals from various cultures enroll in classes and degree programs at the secondary and two-year college level, and the number of new English language learners has also increased.

Some challenges cited by students were difficulties with understanding the lesson content and information specified in standardized tests. Comprehension is an important part of the learning process, therefore, barriers in language fluency and the lack of academic preparation for grade level advancement may impede progress in this area. This point was also supported by a number of research theorists. Eisner (1979) discussed the importance of realizing this concept and stated, "The underlying idea is that an individual can only impart knowledge based on their ability to do so" (pp. 13-14), Schwartz, et al. (2010) identified fluency of the host country's

language as one of the interactional contexts that influence migrant's acculturation, and Kurtz-Costes and Pungello (2000) also called for a curriculum that is more "culturally sensitive" (p. 123) in order to address the potential for "miscommunication" in the classroom (p. 121).

Qualifications for students and employees. Informants discussed some of the background knowledge concepts required in both school and work settings. In order to be college and career-ready, at school, educators expect new students to arrive in their classes prepared with skills from previous grade levels, and students concluded that they should have obtained the "prior knowledge" necessary to be successful. Both teachers and students stressed the importance of obtaining basic skills, such as demonstrating attentiveness, the ability to listen, and being able to read, write, comprehend and respond to the lesson content.

Although some teachers, students, and hiring managers reported that there are not enough learners being adequately prepared for college and career-readiness, students and leaders in society indicated that they are looking to teachers for the academic preparation needed, and teachers require assistance from their colleagues and all parents to get students ready for a productive matriculation. When educators receive students whose skills are not at grade level proficiency, they must work with those individuals to increase academic achievement prior to moving forward with the introduction of new lesson content.

Teachers and students discussed academic strengths and weaknesses. There are students who come into the classroom either adequately prepared or anxious to improve their learning skills, and the idea is to close the gap between these two groups of individuals. Generally, each person knows which academic level they have attained, and educators found that students with high levels of academic achievement may show enthusiasm, and read, write, and comprehend well. It has been observed that there are other students who need help in these areas, in addition

to assistance with understanding concepts, acquiring retention and note-taking skills, demonstrating the ability to listen, follow directions, and exhibit appropriate behaviors in social settings.

Hiring managers in business offices are looking to select employees for entry-level positions and internships who are comfortable with using technology, competent note-takers, and those who possess some clerical skills. A business manager indicated that new employees who are attending college or have graduated from degree programs are qualified for the jobs they apply to receive and can be trained to learn additional skills. However, it was stated that in some cases, newly hired employees seem to experience difficulties with utilizing electronic systems familiar to most people, and undergraduates may have a hard time understanding certain concepts.

When asked about the qualifications that new employees demonstrate well and those which require additional training, a hiring manager reported having observed individuals with good communication skills and an ability to adapt to different situations in the office, while at the same time citing a need for training with the use of technology and an overview of job duties and responsibilities. Other foundational skills and proficiencies that employees should obtain would include an ability to enter data into different systems, and obtain information.

For labor workers, hiring managers have seen a lack of preparation regarding career-readiness, and they require individuals who are knowledgeable in their areas of expertise, preferably experienced or willing to be trained. They want people who are more dependable, with certificates or licenses if required, and those who are familiar with exhibiting a professional work ethnic (for example, they prefer that cell phones and other electronic devices are not being used while employees are supposed to be working).

Diversity in relationship to environment and context. After defining the term diversity, approximate percentages were recorded, which relate to informants' perceptions of the increases they observed in school and work settings. Overall, participants reported a 50-100% increase in the changed demographical structure of classroom colleagues and coworkers, and these numbers were attributed to the locations of metropolitan areas where various levels of assimilation have occurred.

Informants said environment and context do effect an individual's ability to acculturate in different societal settings, which was noted by Molinsky (2010), Tomcho and Foels (2002), and Schwartz, et al. (2010). A hiring manager indicated that the acculturative adaptation process is largely dependent on the type of work to be performed, as well as the atmospheric culture established in the workplace, and that emphasizing an inclusive environment is very important. Chan (2006) also elaborated on this point with a discussion about the need to "Encourage individuals from diverse backgrounds to collaborate and work together" (pp. 310-311).

Tomcho and Foels (2002) stated that "Acculturation can occur whenever an environment changes, from the extreme changes of immigrating to a new country to the less radical changes of going to college" (p. 227). One student explained:

> I define diversity as differences in cultures and people. As for the percentage of diversity that I have seen in classes where I was recently enrolled, that depends on the actual area or location of the school. In Detroit, on the east side of the city, the population may be predominantly African-American, and in downtown Detroit, there may be more ethnic diversity. I would say there is anywhere from a 70% to 100% change in diversity, depending on what school you attend (Student #1, personal communication, March 18, 2016).

New learning. As a result of the societal changes encountered, participants expressed a lack of familiarity with certain situations, concepts, or words and phrases. In addition, they stated that acquiring new knowledge involves learning how to interact, discovering ways of understanding, communicating, and asking questions. Educators and hiring managers must be conscious of facilitating methods of inclusion in school and workplace settings. Teachers also reported the need to improve curriculum and instructional strategies.

In referring to the bicultural adaptation process, Sam and Berry (2006) stated "It is important that acculturation studies direct as much attention to changes taking place in the dominant group as to those in the non-dominant group" (p. 15); and as a means of acquiring new knowledge, one student discussed the importance of exposure to individuals of cultures different from one's own. This student pointed out that "If people have not been around people of a certain culture, they will not know how to act around them." Black and Mendenhall (1990) also indicated that discussions about relevant issues in this area of study may "reduce misunderstandings and inappropriate behaviors" (p. 120).

Economic and social changes in the U.S. Next, the phrase social behaviors was defined, and participants shared their views about the effects of economic and social changes in the U.S. on individuals during the last few years. They observed behaviors that are less than favorable and conduct which represented a lack of understanding in the communication process. One hiring manager provided details about how the use of technology helps and hurts communication because, in some cases, this mode of interaction may not promote the development of more acceptable writing skills.

Informants discussed the economic crisis of 2008, citizens' attempts to recover from that time period, the resulting poverty, and an increase in tension regarding race relations.

Participants indicated that these events have had a tremendous impact on students and employees. Economic recovery has been slow, and people are primarily focused on improving situations for themselves and their families. One hiring manager stated that there are both positive and negative effects on individuals in the U.S. with regard to the economy, social changes, and diversity. Potential for learning is a positive factor, but understanding how to accept diversity and the exposure to values, beliefs, and a U.S. way of life that is different from what has become familiar can prove to be challenging and may become a potential cause for conflict.

A majority of the perceptions about reasons for issues of crime in the metropolitan area were mainly related to comments regarding the effects of U.S. economic situations on citizens and communities. Some topics included discussions about: "A basic need to survive in low income households; the lack of financial and other resources, which may result in homelessness; a sense of lawlessness; the shortage of positive role models in leadership positions; disinvestment in certain neighborhood areas, and resulting school closures; gentrification, increased access to drugs and weapons; and a decrease in enrollment of individuals who apply for entrance into college level degree programs, etc." (All participants, personal communication, March 18, 2016).

A student responded that in situations which are less than favorable, individuals will be forced to either remove themselves from their environment or adapt and become a product of it. This is an accurate assessment and profound concept to consider, because the adaptation to environment and context in this instance can effect the acculturative adaptation process in either a positive or negative way.

Teaching and learning about acculturation and multiculturalism. After defining the words acculturation and multiculturalism, when asked if they knew whether application principles related to this concept are being taught, the participants revealed that although they were not aware of education programs where content on this subject was specifically introduced in the classroom, similar topics may be located through other venues. Examples included: Work force development training scenarios or university level courses; people learning through trial and error; actual inclusion and collaboration experiences while working with others; individuals asking those who are more experienced what is appropriate in certain situations; handbooks and YouTube videos that include some discussion about this topic; and information embedded with other knowledge in core subjects and CTE courses.

These are excellent resources, however, a class that specifically highlights information related to this concept will help to concentrate the knowledge base and allow students to more easily access the learning to be gained in this area of study. As previously indicated, with this research, it is recommended that a course which focuses on teaching application principles associated with acculturation and multiculturalism will become a mandatory requirement for Michigan students in secondary level education programs.

Teacher professional development. Having demonstrated a need for this course, when asked what teachers should know in order to disseminate lesson content about acculturation and multiculturalism, informants stated that educators will require training on how to effectively develop and implement instructional strategies, and they must also learn about aspects of various cultural groups (such as their customs, religious observances, dress requirements, values, belief systems, etc.). [In addition, teachers will have to discuss and explain the similarities and differences that exist between Western Culture and cultures from other international areas.]

Lesson planning. Participants also provided suggestions about learning resources, curriculum content, and tools for evaluation and assessment:

> Learning Resources and Curriculum Content – Students can study: Information about workforce development, how to handle stressors related to intercultural relationships, understanding the importance of acknowledging authority, and learning about the differences in atmospheric cultures regarding workplace and social environments; they should job shadow experienced employees, obtain employment while in high school, enroll in courses that will specifically prepare them for the workforce, perform research on the psychology behind working and maintaining a job, read employee handbooks, and view YouTube videos. To assist with helping individuals to become college and career-ready, educators and hiring managers can integrate instructional strategies that highlight principles related to acculturation and multiculturalism at different time periods while providing instruction in common core subjects and on-the-job training modules, respectively.
>
> Evaluation and Assessment – Formative and summative methods for appraising content mastery could include teachers developing rubrics that help to measure students' academic achievement levels as a result of: Facilitating simulation exercises, group discussions, cultural conflict scenarios related to real world experiences; conducting research, comparing and contrasting aspects of different cultures, developing portfolios and presentations, participating in collaborative group work projects, etc.

Taken together, the participants provided a great deal of information that can be used in creating and disseminating course content on acculturation and multiculturalism. They offered their perspectives about reasons why this type of learning should take place, and the implication is that although many transformative events have occurred within society and continue to emerge, students and employees must learn how to successfully navigate within the framework of those academic, social, and economic changes. This interaction involves being able to communicate, discuss concerns, resolve issues, exhibit appropriate social behaviors, and work with individuals from cultures that are different from one's own. Learning to effectively apply these concepts would be the primary focus of this course.

Table 26

Summary of Findings Display – Resource Tool for Organizing Research Content

Information Categories/ Data Sets and Resource Codes	**Sources and Content**	**Researcher's Conclusions RE: Main Ideas/Themes**
Research Studies – Resource Codes: Theorists = THE Hiring Managers = HM Teachers/ College Instructors = EDU Students = STU	Various types of information have been originated by theorists in the field of education, philosophy, and the psychology of learning. Research studies revealed theorists, hiring managers, teachers, and students' perspectives about acculturation and multiculturalism. These resources have provided definitions, variables effecting individuals' ability to acculturate – or not, and recommendations for teaching and learning.	Ground research in theory. Acculturation involves acknowledgement of the bicultural or multicultural adaptation process. Variables effect levels of acculturation in school, work, and society (i.e., legislation, lack of background knowledge and understanding, limited English language proficiency, academic skills, environment, context, societal rules, family and school support systems, etc.). Educators can provide assistance for students' success by providing a least restrictive classroom environment (LRE) and developing curriculum and instruction that promotes cultural awareness.
Government Reports – Resource Code: Government Reports = GOVR	Statistics.	Data from federal and state government reports include statistics about: Increases in the number of immigrants who have arrived in the U.S. (which changes the country's demographic structure, and the composition of participants in student body population groups); standardized testing scores; students' academic achievement levels; crime rates; the status

		of individuals' college and career-readiness.
Other Relevant Online Resources – Resource Codes: Other Relevant Online Resources = ORORR Legislation = LEG Community College Course Offerings = CCCO Business and Industry = B&I	Located legislation, documents listing two-year college course offerings, and comments from stakeholders in business and industry.	At the secondary level, curriculum is regulated by legislation, which stipulates the content of instruction and tools for standardized testing, as well as students' graduation requirements. For students in secondary level education programs, graduation requirements can be met with the completion of credit hours in accordance with: MMC, CCSS, HSCEs, and CTE/Vocational programs. Legislation and stakeholders (in the field of education and business and industry) call for the acquisition of knowledge about diversity, culture, and other related topics, while allowing school districts and teachers the autonomy to decide exactly how that learning will occur. Administrators at two-year colleges also develop course offerings and integrate topics for learning based on the needs of society. Stakeholders in business and industry require that students who apply to attend college and enter the job market will do so with skills that are college and career-ready. Individuals who are qualified to enroll in college programs and become employed in positions from different sectors of society are needed.
Curriculum and Instruction – Code: Curriculum and Instruction = C&I Theorists = THE Teachers/ College Instructors = EDU Business and Industry = B&I Students = STU	In Michigan, at the secondary level, segments of online lessons that introduce and discuss the concept of acculturation and multiculturalism are being developed by individual teachers, implemented, and published on line. In Michigan, at the beginning undergraduate level, topics related to acculturation and multiculturalism are being integrated into selected course sequences. In states outside of Michigan (such as Utah, Virginia, and Pennsylvania) educators have developed and implemented curriculum guides, teacher professional development sessions, and courses that highlight this type of instruction as a ***requirement*** for their students. Comments were gathered on teaching and learning from theorists, stakeholders in business and industry, secondary-level teachers, college instructors, and students.	There is no formal curriculum guide on acculturation and multiculturalism in existence for Michigan students in secondary level education programs, which lists instructional strategies and application principles. Professional development sessions are needed to prepare teachers for creating and providing instruction in this area of study. With this research content, it is recommended that a course which teaches application skills associated with acculturation and multiculturalism will also become a requirement for secondary level students in Michigan, so that they can benefit from gaining the knowledge of this concept. All the lessons and data cited for curriculum and instruction in this document, along with additional resources, should be compiled and written

	Instructional strategies and lesson content on acculturation and multiculturalism can be adapted across the curriculum for discussion and demonstration of application principles regarding current events and real life issues of concern for stakeholders in the field of education. A majority of the online research on this topic leads individuals to writings about situations that need to be resolved for new English language learners, and these are relevant. However, there also needs to be more research performed on this subject with Michigan students in secondary level education programs, and additional information published about the bicultural and multicultural adaptation process.	in a Curriculum Guide on Acculturation and Multiculturalism for Students in Secondary Level Education Programs.

Note: Resource types = Responses in Table 25 are from "the students themselves; studies of contemporary life outside the school [this area may also be referred to as society]; suggestions from subject matter specialists; and studies performed in the areas of philosophy and the psychology of learning" (excerpt of resource types are extracted from Tyler, 1949, pp. 1-134).

Answering the Research Questions

1. What is the synthesized message emerging from research studies located in government documents, organizational reports, or peer-reviewed educational and occupational journals that addresses the infrastructure and linkages of the family, religious or other faith-based community groups, nonfaith-based community systems, and education with regard to preparing students (academically and socially) for successful acculturation into: (a) Employment/career opportunities; and (b) post-secondary education?

   In other words, what overall implications are conveyed by the specified resources listed above regarding how the structure and relationships of different social entities prepare students for successful acculturation into employment/career opportunities and post-secondary education?

   Answer:
   Research has revealed that: (a) When students in secondary level education programs are prepared socially and academically for acculturation into school, work, and society, this readiness takes place both formally and informally by their own efforts and those of parents/family members, their associations in the community, educators, and employers in job settings; (b) in the State of Michigan, all stakeholders (including those mentioned above, the legislators, schools, and employers in business and industry) have voiced the need for assisting more students with becoming college and career-ready, which benefits both the individual and society as a whole. In addition, college instructors and employers are requiring that new students and employees arrive in class and on the job with the foundational knowledge that is necessary to begin work and receive training to enhance their skills; (c) in the field of education,

teachers are the individuals charged with making these goals a reality, and educators are continuing to accomplish this task at varying levels while faced with a number of challenges in the classroom (some of which include a lack of resources, new English language learners (ELLs), entire groups of students with different academic skills levels, and the need to develop a least restrictive environment (LRE) where the curriculum and instructional strategies promote high levels of cultural awareness); and (d) with regard to the relationships of each social entity listed above, all the stakeholders should be working together to ensure the students' success, and content of the online resources conveyed a willingness to proceed with engaging in this type of a collaboration process.

2. What message emerges from the resources listed in question #1 regarding students' social behaviors and how their conduct relates to potential societal successes and crises of the day?

   Answer:
   In school, work, and society, students will be required to interact with individuals from different cultural backgrounds. Research theorists reported that because the acculturation process involves both psychological and behavioral changes that occur during the adaptation process, people may experience this adjustment in either a positive or negative manner based on a number of variables (such as characteristics, support systems, previous experiences, environmental context, etc.). Those who face difficulties with making this change successfully are subjected to levels of anxiety and stress, especially in unfamiliar environments. Some intercultural encounters may also prompt situations that could cause conflict and the demonstration of behaviors that are less than favorable. One of the theorists recommended that controversial issues can be used as learning opportunities in the classroom, and this researcher agrees with that suggestion. However, the advice would also be to make an acculturation course a requirement for Michigan students in secondary level education programs so that an ongoing discourse on contemporary issues of concern (relative to learning about background information associated with Western Culture and the U.S., different values and beliefs, diversity, appropriate social behaviors, and cultural interaction, etc.) could take place on a regular basis, which would help to promote understanding, reduce violence, and dispel unwarranted myths or stereotypes.

3. From the perspectives of selected, knowledgeable informants, what infrastructures and linkages, as related to acculturation, are necessary to ensure that high school students can acquire the necessary training to become successful employees or college students?

   Answer:
   Knowledgeable informants have confirmed that students will be able to obtain the skills that they need to become successful with the cooperation of all stakeholders, investments in schools and community resources, and their own willingness to accomplish the goals that they have established for themselves. When educators can show students how course content relates to real life experiences, this type of

instruction will prepare learners for the acculturation process, which also allows them to make a successful transition that demonstrates college and career-readiness.

Chapter 4 Summary and Explanation of Chapter 5

In Chapter 4, details of the actual procedures and results associated with conducting this research study were specified. A thorough investigation was conducted, using data collected from a documentary analysis supported with informants' interview responses. Some of the online documents reviewed included legislation, course requirements at the secondary and post-secondary (two-year) college levels, government reports, theorists' perspectives in peer-reviewed journals, stakeholders' comments from business and industry, and lessons on acculturation and multiculturalism. Interview responses to questions about this topic were derived from knowledgeable informants who are hiring managers in business and industry, teachers, and students. Participants' answers revealed the top five categories of importance based on frequency of response.

After analyzing data from the online resources and interview responses, it was determined that there is a need for the integration of instructional strategies which teach application principles related to acculturation and multiculturalism. Chapter 5 includes a summary of the research study with conclusions and recommendations for educators.

CHAPTER 5 CONCLUSIONS & RECOMMENDATIONS

Acculturation and Multiculturalism of Students in Secondary Level Education Programs

Implications of Findings for Curriculum and Instruction

Changes in the U.S. demographic structure have also transformed student body population groups in schools and this reality should be acknowledged. Therefore, teaching learners how to develop application skills related to the concept of acculturation and multiculturalism is a worthwhile endeavor.

Theorists have conducted extensive research studies on this issue; legislation regulating the educational content for curriculum and instruction at the secondary level called for knowledge about this topic; and in school, work, and society, students will be required to interact with individuals from different cultural backgrounds. States outside of Michigan (such as Utah, Virginia, and Pennsylvania) have developed and implemented curriculum guides, teacher professional development sessions, and courses that highlight this instruction as a requirement for their students.

Consequently, findings have revealed that the hypothesis has been supported, and including this subject as a secondary level class requirement would be beneficial. With this research study, it is recommended that a course which teaches application skills related to acculturation and multiculturalism will also become a requirement for secondary level students in Michigan, so that they too can benefit from gaining knowledge about this concept. However, at minimum, if the integration of instructional strategies on this area of study becomes more widespread for Michigan students in secondary level education programs as a result of this research study, that would be an outstanding accomplishment.

Recommendations for Future Research

A limitation related to this study. Content of this investigation does not include an analysis on reasons why this course is not currently required for Michigan students in secondary level education programs. It would be interesting to initiate that discussion and find relevant answers in a project for prospective development, especially with other states outside of Michigan having acknowledged the importance of this topic.

New comparison studies. Following the implementation of this course, it would also be a valuable endeavor to collect teachers and students' responses regarding program effectiveness and use comparative data from identical time periods (even if the academic disciplines are different) to proceed as recommended by Sam and Berry (2010), who called for "more comparison studies and results that measure the adaptation of individuals and groups with regard to intercultural contact and acculturation" (p. 427).

Documenting methods. A curriculum guide that includes best practices for teaching application skills associated with acculturation and multiculturalism, as outlined in those instructional strategies and references discussed throughout this document, could be an exceptional starting point for:

A. Additional lesson content;

B. Conversations at teacher professional development meetings;

C. Studying more theorists' perspectives;

D. Initiating new research studies; and

E. Gathering other relevant online resources.

Research findings and results have revealed that students' comments about their learning are the most valuable tools for future lesson planning.

Top 10 Curriculum and Instructional Strategies for Effective Teaching and Learning

Suggestions for educators. In my capacity as an Educator, I have had opportunities to work with many students who possessed different cultural backgrounds and were born in or outside of the United States. Their academic skills were at varying levels, as well as the background knowledge that they formerly acquired about concepts introduced in the classroom. From my experiences and lessons learned, I developed the guidelines listed below:

1. Ask students about their knowledge of the topic to be introduced, and record their responses on the board. Highlight the importance of taking notes.
2. Preface the introduction of lesson content with a segment that provides background information for the main subject that will be discussed, and for any other new concepts presented during each class session.
3. Encourage participation in a respectful, non-threatening, least restrictive environment (LRE), where students feel comfortable with offering their views and responding to the opinions of colleagues.
4. Include time for meaningful discussions; compare and contrast lesson content with real life scenarios whenever possible.
5. Make an effort to understand what students need and monitor their levels of knowledge acquisition by asking and encouraging questions and answers.
6. Allow adequate wait time for oral and written responses.
7. Distribute a rubric when using performance-based evaluation and assessment tools (such as portfolios, presentation opportunities, etc.), so that students will be able to easily determine their level of content mastery in accordance with the instructor's expectations.

8. Share testing strategies, appropriate behaviors that should be emphasized or suppressed in certain formal and informal settings, and cueing systems for comprehension.
9. Do not assume that students are familiar with or able to decode information presented to them about Western Culture without prior instruction on such concepts as the use of standard English words and phrases, common abbreviations, the meanings of idioms, or slang terms referred to when speaking in the vernacular, etc.
10. Create opportunities to talk about appropriate social behaviors, ethnic diversity, and differences in cultural values and beliefs, then provide examples of how these concepts relate to actual situations in school, work, and society.

Chapter 5 Summary

In this section, findings of the actual research study were discussed. An explanation was provided on how those results can be applied to curriculum and instruction about acculturation and multiculturalism for students in secondary level education programs. It was also indicated that recommendations about future research could involve: Analyzing the results of new studies that offer comparative data; or adding to the knowledge base documented instructional methods and learning strategies in this area of study. Research has shown that when students offer feedback about learning experiences, their perspectives are important in the development of lesson plans. Finally, the top 10 Curriculum and Instructional Strategies for Effective Teaching and Learning are provided as a suggestion for educators at the secondary level and beyond.

APPENDIX A: DOCUMENT SUMMARY FORM*

Site: _____

Document: _____

Date: _____

Name or description of document:

[Example: Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist, 65*(4), 237-251.]

Location, event or contact, and date (if any), with which document is associated:

[Example: Article distributed by school superintendent at teachers' professional development meeting on Friday, December 11, 2015.]

Significance or importance of document:

[Example: Article content discusses the topic in detail, theorists' perspectives on context, and elements that are a part of this adaptation process with regard to acculturation. Ideas may be applied to methods for teaching and learning.]

Brief summary of contents:

[Example: See authors' abstract and purpose for the research/writing content, interpret implications for findings.]

Indicate if document is central or critical to a particular contact:

[Example: School superintendent discussed this information, also spoke with colleagues about article content as well.]

_____

*Note – This form has been adapted from the following resource: Miles and Huberman (1994), p. 55.

APPENDIX B: INTERVIEW QUESTIONNAIRES

Sample Open-Ended Interview Questions for Research Study Informants/Participants

Table 15

*Examples of Interview Questions**

Questions for a Hiring Manager

Name:
Position/Job Title:
Type of Business:
Number of Years in this Business:
Total Number of Years Experienced in Your Area of Work:
Level of Education:
Job Duties and Responsibilities:

1. As a hiring manager, what types of positions have you selected individuals to fill?
2. For clerical jobs, what competencies are you looking for?
3. For labor workers, what types of skills should they possess?
4. What abilities have you found that new employees exhibit well?
5. What skills have you found that new employees need to improve most?
6. What percentage of newly hired employees are actually qualified for the positions they apply to receive?
7. If there are workers in your company who could benefit from additional academic training, what types of instruction would you recommend?
8. How would you define the term diversity? What is the percentage of diversity in your company?
9. What is some of the new knowledge that you acquired as a result of the diversity you have encountered?
10. In the past 2-3 years, what differences have you observed with regard to economic and social changes, as well as diversity, in the U.S.?
11. What would you say has been the effects of economic and social changes, as well as diversity, on U.S. citizens?
12. How would you define the terms acculturation and multiculturalism?
13. After defining the terms acculturation and multiculturalism, the following question will be asked: In what ways are you aware of that social institutions (such as schools, community-based organizations, and religious groups) include in curriculum or teach high school students about: A. Content related to acculturation and multiculturalism; and B. Application skills associated with acculturation and multiculturalism?
14. To what extent do you feel that students are being adequately prepared by schools and community-based organizations for successful acculturation into employment/career opportunities and post-secondary education programs? If you feel that students are not being adequately prepared, what would you say could be the reasons(s) for such a lack of preparation? If individuals are learning about these concepts, what curriculum and instructional content is currently being offered that is associated with this topic?
15. If a class could be developed that focuses on providing this type of instruction, what content and application exercises should be included?
16. Prior to the development and implementation of employee training modules on this topic, what knowledge content would a hiring manager have to obtain? What are some of the training strategies that you have had to learn, develop, and implement in the work setting to accommodate the employee demographics with regard to differences in ethnicity and cultural values/beliefs?
17. How would you say environment and context effects an individual's ability to successfully acculturate in different societal settings?
18. What would you say are the reasons for issues of crime in the city and its surrounding areas?
19. How do you define the phrase social behaviors? During the past few years, to what extent have you observed changes in students and employees' social behaviors, and how do these behaviors relate to potential societal successes and crises of the day?
20. In relationship to the topic of acculturation, how can high school students acquire the necessary information, training, and experience that they need to become successful employees or college students?
21. How are today's employees learning about appropriate social behaviors, diversity and intercultural contact?
22. How does not learning about appropriate social behaviors, diversity and intercultural contact effect society?

Questions for a Secondary Level Teacher

Name:
Position/Job Title:
Type of Business:
Number of Years in this Business:
Total Number of Years Experienced in Your Area of Work:
Level of Education:
Job Duties and Responsibilities:

1. As a educator, what changes have you noticed in the student body demographic during the last 2-3 years?
2. When new students register/enroll and arrive to complete your classes, what competencies are you looking for?
3. What types of skills have you found that students exhibit well?
4. What abilities have you observed that new learners need to improve most?
5. What percentage of new students require remedial assistance within the first 2-3 weeks of class, and what do you think is the reason for this assessment?
6. If there are new students who could benefit from additional academic training at the beginning of the semester, what types of instruction would you recommend?
7. How would you define the term diversity? What is the percentage of diversity in your classes?
8. What is some of the new knowledge that you acquired as a result of the diversity you have encountered?
9. In the past 2-3 years, what differences have you observed with regard to economic and social changes, as well as diversity, in the U.S.?
10. What would you say has been the effects of economic and social changes, as well as diversity, on U.S. citizens?
11. How would you define the terms acculturation and multiculturalism?
12. After defining the terms acculturation and multiculturalism, the following question will be asked: In what ways are you aware of that social institutions (such as schools, community-based organizations, and religious groups) include in curriculum or teach high school students about: A. Content related to acculturation and multiculturalism; and B. Application skills associated with acculturation and multiculturalism?
13. To what extent do you feel that students are being adequately prepared by schools and community-based organizations for successful acculturation into employment/career opportunities and post-secondary education programs? If you feel that students are not being adequately prepared, what would you say could be the reasons(s) for such a lack of preparation? If individuals are learning about these concepts, what curriculum and instructional content is currently being offered that is associated with this topic?
14. If a class could be developed that focuses on providing this type of instruction, what content and application exercises should be included?
15. What type of evaluation tools can be used to assess student learning with regard to the topic of acculturation and multiculturalism?
16. Prior to the development and implementation of instructional strategies on this topic, what curriculum knowledge would an educator have to obtain? What are some of the instructional strategies that you have had to learn, develop, and implement in the classroom to accommodate the student body demographics with regard to differences in ethnicity and cultural values/beliefs?
17. How would you say environment and context effects an individual's ability to successfully acculturate in different societal settings?
18. What would you say are the reasons for issues of crime in the city and its surrounding areas?
19. How do you define the phrase social behaviors? During the past few years, to what extent have you observed changes in students and employees' social behaviors, and how do these behaviors relate to potential societal successes and crises of the day?
20. In relationship to the topic of acculturation, how can high school students acquire the necessary information, training, and experience that they need to become successful employees or college students?
21. How are today's students learning about appropriate social behaviors, diversity and intercultural contact?
22. How does not learning about appropriate social behaviors, diversity and intercultural contact effect society?

Questions for a Secondary Level Student

Name:
Position/Job Title:
Area of Academic Interest:
Number of Years as a Student:
Total Number of Years at Current Academic Level:
Level of Education Already Obtained:
Job Duties and Responsibilities as a Student:

1. As a student, what challenges have you noticed in the student body demographic during the last 2-3 years?
2. When you start new classes at the beginning of a school year, what skills would you say teachers expect for you to have?
3. What are your academic strengths and weaknesses?
4. If you could request any type of instructional assistance that would improve your academic level in school, what information would you like to have teachers provide?
5. How would you define the term diversity? What is the percentage of diversity in your classes?
6. What is some of the new knowledge that you acquired as a result of the diversity you have encountered?
7. In the past 2-3 years, what differences have you observed with regard to economic and social changes, as well as diversity, in the U.S.?
8. What would you say has been the effects of economic and social changes, as well as diversity, on U.S. citizens?
9. How would you define the terms acculturation and multiculturalism?
10. After defining the terms acculturation and multiculturalism, the following question will be asked: In what ways are you aware of that social institutions (such as schools, community-based organizations, and religious groups) include in curriculum or teach high school students about: A. Content related to acculturation and multiculturalism; and B. Application skills associated with acculturation and multiculturalism?
11. To what extent do you feel that students are being adequately prepared by schools and community-based organizations for successful acculturation into employment/career opportunities and post-secondary education programs? If you feel that students are not being adequately prepared, what would you say could be the reasons(s) for such a lack of preparation? If individuals are learning about these concepts, what curriculum and instructional content is currently being offered that is associated with this topic?
12. If a class could be developed that focuses on providing this type of instruction, what content and application exercises should be included?
13. What type of evaluation tools can be used to assess student learning with regard to the topic of acculturation and multiculturalism?
14. Prior to the development and implementation of instructional strategies on this topic, what curriculum knowledge would teachers and students have to obtain? What are some of the strategies that you have had to learn and implement in the classroom to accommodate the student body demographics with regard to differences in ethnicity and cultural values/beliefs?
15. How would you say environment and context effects an individual's ability to successfully acculturate in different societal settings?
16. What would you say are the reasons for issues of crime in the city and its surrounding areas?
17. How do you define the phrase social behaviors? During the past few years, to what extent have you observed changes in students and employees' social behaviors, and how do these behaviors relate to potential societal successes and crises of the day?
18. In relationship to the topic of acculturation, how can high school students acquire the necessary information, training, and experience that they need to become successful employees or college students?
19. How are today's students learning about appropriate social behaviors, diversity and intercultural contact?
20. How does not learning about appropriate social behaviors, diversity and intercultural contact effect society?

*A signed consent form will be obtained prior to conducting interviews. See Appendix C.

APPENDIX C: CONSENT FORM

Research Informed Consent

Title of Study:
Acculturation and Multiculturalism of Students in Secondary Level Education Programs

Principal Investigator (PI):
Rachelle Warren
Wayne State University College of Education
(313) 469-5274

When the word "you" is used in this consent form, this term refers to the participant being interviewed, and "researcher" is the individual conducting the question and answer sessions.

Purpose

You are being asked to participate in a research study about concepts related to acculturation and multiculturalism of students in secondary level education programs. Your eligibility is based on the following criteria: 1. The position that you hold as a professional in your area of expertise, the number of years worked, the knowledge you possess in that capacity; 2. A potential for awareness of the local city and state demographics, variables regarding academic and job readiness skills, and related changes in these categories during the last 3-5 years; also 3. Prospective ability to share observations about recent economic and social changes in the U.S., and resulting effects on people in Michigan, Detroit, and its first-tier suburbs.

This study is being conducted by the researcher Rachelle Warren, a Doctoral candidate at Wayne State University, Detroit, Michigan (U.S.A.), and the interview times and locations will be scheduled in a manner that is convenient for the participants. The estimated number of study participants to be interviewed will be six (6) participants.

Please read this form and ask any questions you may have before agreeing to participate in the research study.

Study Procedures

If you agree to take part in this research study, you will be interviewed and asked to verbally answer research questions listed on a questionnaire, in addition to providing your perspectives about concepts related to the topic of acculturation and multiculturalism. The types of questions you will be asked are listed on the questionnaire attached to your consent form. At minimum, the interview will last from 45 minutes to one hour, if the time period is to be extended, the participant and researcher will agree on the length of that extension. Your identity will be referred to anonymously (i.e., Business Manager #1, Business Manager #2, etc.), and you have the option of not answering any of the questions asked during the interview process. In addition, you may withdraw from participation at any time.

Research Informed Consent, Continued (p. 2 of 3)

Benefits

As a participant in this research study, there may be no benefit to you. However, information from this study may benefit other people now or in the future.

Risk

By taking part in this study, you may experience a risk of breach of confidentiality. Precautions have been taken to protect confidentiality such as keeping interview responses separate from your identity and keeping your consent document in a secure file cabinet.

Study Costs

There is no cost for your participation.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight may review the records for this research study. When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

Voluntary Participation/Withdrawal

Taking part in this research study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study, you can later change your mind and withdraw at any time. You are also free to answer only those questions that you want to answer.

Questions

If you have any questions about this study now or in the future, you may contact Rachelle Warren, at (313) 469-5274. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call the Wayne State Research Subject Advocate at (313) 577-1628 to discuss problems, obtain information, or offer input.

Research Informed Consent, Continued (p. 3 of 3)

Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study, you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

_____	_____
Signature of participant	Date
_____	_____
Printed name of participant	Time
_____	_____
Signature of person obtaining consent	Date
_____	_____
Printed name of person obtaining consent	Time

APPENDIX D: IRB RESEARCH APPROVAL FORM

WAYNE STATE UNIVERSITY

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
http://irb.wayne.edu

NOTICE OF EXPEDITED APPROVAL

To: Rachelle Warren
Teacher Education

From: Dr. Deborah Ellis or designee N. Nahan / 2.2
Chairperson, Behavioral Institutional Review Board (B3)

Date: March 02, 2016

RE: IRB #: 015816B3E
Protocol Title: Acculturation and Multiculturalism of Students in Secondary Level Education Programs
Funding Source:
Protocol #: 1601014603

Expiration Date: March 01, 2017

Risk Level / Category: Research not involving greater than minimal risk

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The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review* Category (#7)* by the Chairperson/designee *for* the Wayne State University Institutional Review Board (B3) for the period of 03/02/2016 through 03/01/2017. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form (revision received in the IRB office 03/02/16)
- Research Protocol - Dissertation (dated 2016 received in the IRB office 1/12/16)
- Medical records are not being accessed therefore HIPAA does not apply
- Research Informed Consent (revision dated 03/01/2016)
- Recruitment Script
- Data Collection Tools (3): i) Questions for a Hiring Manager, ii) Questions for a Secondary Level Teacher, iii) Questions for a Secondary Level Student

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- Federal regulations require that all research be reviewed at least annually. You *may* receive a *"Continuation Renewal Reminder"* approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval ***before*** the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
- All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
- Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (http://www.irb.wayne.edu//policies-human-research.php).

NOTE:

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at **each** use.

*Based on the Expedited Review List, revised November 1998

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ABSTRACT

ACCULTURATION AND MULTICULTURALISM OF STUDENTS IN SECONDARY LEVEL EDUCATION PROGRAMS

by

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August 2016

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Even with the rapid changes that individuals are currently experiencing in the U.S. as a result of its fluctuating economy, increased immigration, and evolutionary technological advances, there is not a curriculum or course requirement that exists for Michigan students in secondary level education programs which specifically addresses the issue of acculturation and multiculturalism. This situation is a present reality. Whether planned or unceremoniously imposed, adjusting to a new way of life can be challenging for many people, and establishing a venue for learning the skills to successfully accomplish this task is imperative. If there is a demonstrated need for curriculum in this area, what objectives would be established, and who should provide the content for those requirements? To answer these questions and frame an effective methods approach for responding to the research questions specifically associated with this study, the *Constructivist's Interpretive Research Paradigm* and the *Philosophy of Phenomenology* have been used to collect, analyze, and interpret pertinent data gathered from an online documentary analysis supported with participants' answers to interview questions. This research explores implications of having overlooked the need for a comprehensive discourse about the topic introduced, and provides a response that will produce long-term benefits for

individuals and society as a whole. In this context, the study was conducted to: 1. Learn what is currently being done to develop/implement curriculum and instruction on the topic of acculturation and multiculturalism; 2. Document and add to the knowledge base relevant findings; and 3. Synthesize information compiled to define and propose effective solutions to the problem introduced. Specifically, when referring to American students, there has to be an acknowledgement that the composition of student body participants has dramatically changed in the U.S. during recent years, and the content of curriculum and instruction presented to them must also be revised in order to accommodate the transformation of our country's demographic structure.

Keywords: Acculturation, multiculturalism, graduates, post-secondary education, the workforce, a qualitative study, employment skills, curriculum, training, needs assessment.

AUTOBIOGRAPHICAL STATEMENT

The Researcher

My name is Rachelle Warren. I am a Black female, born, raised and educated in the City of Detroit. Detroit is the largest urban City in the State of Michigan. At the time of this writing, Detroit's majority population is from the African-American culture, and over 50% of its citizens live in poverty and possess academic skills that are at low grade levels.

My Mother raised me and my sisters in a very strict and orderly household environment where religion, education, employment and marriage were the top priorities for aspiration. It was not merely *suggested* that we would observe the propriety, a respect for authority, elders, ourselves, and others was *mandated* and carried out. Learning to appreciate the rationale that accompanied those hard and fast rules by which we lived came with time, life's experiences, and the years that brought maturity.

This is the foundation that motivates my desire to study the topic of acculturation and multiculturalism. As Detroit's demographic structure continues to change, I want to determine, through the introduction of instructional strategies, ways of sharing the new knowledge to be learned about understanding: Effects of intercultural contact from a domestic and international perspective; emerging societal issues in the U.S.; and how to apply effective coping skills that will promote students' ultimate success.

I can now see why I was taught that it is so important to get an education and continue to keep learning, become a productive citizen, and acknowledge the established order of societal institutions. With such adherence, there are benefits to be realized for citizens both individually and collectively. Existing in this way can also help us to avoid the chaos that would otherwise become commonplace.