

COURSE DESCRIPTION WITH STUDENT OUTCOMES

LORAIN COUNTY COMMUNITY COLLEGE

DIVISION: Social Sciences and Human Services

COURSE TITLE: Adulthood and Aging

COURSE NUMBER: PSYH 256

		Contact Hours/Week			Weight		ILU'S			
LECTURE/RECITATION	=	3	X	LECTURE/RECITATION	(1.0)	=	3			
LAB	=		X	LAB	(0.85)	=				
CLINICAL	=		X	CLINICAL	(1.0)	=				
*	=			*		=				
*	=			*		=				
TOTAL CONTACT HOURS:	=	3		TOTAL COURSE ILU'S		=	3	CREDIT HOURS:	=	3

* Please refer to the “Quality Point Checklist for New and Revised Courses” and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (http://regents.ohio.gov/academic_programs/2yr/2yrmanual.pdf)

IS THERE A SEPARATELY SCHEDULED LAB: No
IS THERE A SEPARATELY SCHEDULED CLINICAL: No

SPECIAL FACILITIES:

START YEAR/SEMESTER: Fall 2009

PREREQUISITE: Introduction to Psychology, PSYH 151
 (Please indicate course/s that must be taken before this course.)

COREQUISITE:
 (Please indicate course/s that must be taken with this course.)

CONCURRENT:
 (Please indicate course/s that must be taken before or with this course.)

CATALOG DESCRIPTION:

A study of the biological, cognitive, and psychosocial factors in development from early adulthood through the lifespan. Emphasis on a contextual model of development, an examination of the nature and sources of diversity, and the influences of age, gender, cohort, race/ethnicity, socioeconomic status, and culture on development. *Social Science Core Course* (C4, IN1, IN3, IN5) *Prerequisite:* PSYH 151.

Italicized areas can be Fast-tracked through the Divisions/Provost/VP ALS

REQUIRED TEXTBOOK(S)/MATERIAL(S):

Lemme, B.H. (2005). *Development in Adulthood (4th Edition)*. Allyn-Bacon.

TOPICAL OUTLINE: (COMMON CORE TOPICS)

- The Study of Development in Adulthood
- Developmental Research Designs and Limitations
- Theories of Psychosocial Development
- The Self: Development and Issues of Culture, Gender, Ethnicity, and Age
- Cognitive Processes in Adulthood
- Theories of Cognitive Growth and Decline
- Social Development, Friendship, and Mate Selection
- Family Ties, Transitions, and Challenges
- Education Work and Retirement
- Physical Development and Aging
- Biological Theories of Aging
- Health, Longevity, and Prevention
- Social Policies, Programs, and Services for Older Adults
- Quest for Meaning: Age-Related Changes in Meaning Systems
- Coping, Adaptation, and Mental Health
- Death, Dying, and Bereavement

COURSE OUTCOMES & ASSESSMENT:	(Tools, Methods, and Expected Results)
Outcomes	Assessment Method(s) <i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i>
Cognitive/Knowledge:	
1. Identify the key concepts, principles, and theories in the study of adult development	Objective assessment of quizzes and tests (item analysis)
2. Identify the various factors (biological, cognitive, & psychosocial) that influence adult development	Objective assessment of quizzes and tests (item analysis)
3. Describe the various research methods and techniques used to study adult development	Objective assessment of quizzes and tests (item analysis)
4. Evaluate current and past research in the field of adult development	Essays on tests and/or written assignments evaluated by rubric
5. Evaluate scientific and nonscientific explanations of adult development	Objective assessment of quizzes and tests (item analysis) and/or essays on tests or written assignments evaluated by rubric
6. Apply basic principles and concepts of adult development to one's own life experiences	Journal, written assignments, and/or reflective paper evaluated by rubric
Affective/Disposition:	
7. Develop a sensitivity to differences among individuals and an openness to the factors that underlie those differences	Value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric
8. Develop a positive attitude concerning the role of psychology in society	Value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric

GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT

Core course outcomes:

Italicized areas can be Fast-tracked through the Divisions/Provost/VP ALS

- C1: English: Demonstrate logical organization, coherent thinking, and precision in writing.
- C2: Mathematics: Utilize college mathematics to solve problems.
- C3: Natural Science: Apply scientific concepts and methods of inquiry.
- C4: Social Science: Apply concepts, principles and methods of inquiry in the social sciences.
- C5: Humanities: Examine the nature of human expression and/or artistic creativity.

Infused outcomes:

- In1: Critical Thinking: Employ critical thinking skills in addressing issues and problems.
- In2: Communication: Demonstrate competence in verbal and nonverbal communication.
- In3: Diversity: Analyze the role of diversity in the development of the individual, the community, and the global society.
- In4: Ethics: Apply personal, professional, social and civic values.
- In5: Health: Identify behaviors that promote health of the individual.

General Education Outcomes	Corresponding Course Outcomes
C4: Social Sciences: Apply scientific concepts and methods of inquiry in the Social Sciences <i>Social Science Core Course</i>	1 – 8
c1: English: Demonstrate precision and clarity in writing. <i>Not a core course</i>	3 – 8
In1: Critical Thinking: Employ critical thinking skills in addressing issues and problems	2 – 4
In3: Cultural Diversity: Analyze the role of cultural diversity in the development of the individual, the community, and the global society	6
In5: Health: Identify behaviors that promote the health of the individual	4

SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):

- Lecture
- Discussion
- Classroom demonstrations
- Videos
- Interviews
- Group activities/projects
- Self-reflection assignments
- Internet website reviews

GRADING PROCEDURES:

Grades will be based on the number of tests, quizzes, projects, written assignments, etc. Each will be weighted via individual course syllabi.

TRANSFER MODULE REQUIREMENT CHANGES:

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

MISCELLANEOUS

- Add Ohio Articulation Number (OAN) and Department Code
- Add "G" for International Course (at least 30% of content is outside U.S.)
- Course/Cluster Program Review Underway

OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:

- Library/Learning Resource Review
- IS&S/ITMS Resource Review (Complete form if special technology is needed.)
- Facilities Planning Resource Review (Complete form if special facilities are needed.)

Approved: Curriculum Council 4/29/08 (Increased credits and New Gen Ed-Replaces PSYH 255)

**LORAIN COUNTY COMMUNITY COLLEGE
PSYH 256—ADULTHOOD AND AGING
COURSE SYLLABUS**

INSTRUCTOR

Eulalio G. Gonzalez, Ph.D.

Professor of Psychology

Office: PS106-D

Office Hours: **MW** 12:00-1:00pm; **TTH** 10-11:00am 12:15-1:00pm, or by appointment

Phone: 440-366-7235

Fax: 440-366-4128

Email: **USE ANGEL COURSE MAIL**---Use egonzale@lorainccc.edu only if Angel Mail is not working

Angel Questions: Contact Distance Learning at LCCC (366-7582)

CATALOG DESCRIPTION OF THE COURSE:

A study of the biological, cognitive, and psychosocial factors in development from early adulthood through the lifespan. Emphasis on a contextual model of development, an examination of the nature and sources of diversity, and the influences of age, gender, cohort, race/ethnicity, socioeconomic status, and culture on development. *Social Science Core Course* (C4, IN1, IN3, IN5) *Prerequisite:* PSYH 151.

TEXT FOR THE COURSE:

Lemme, B. (2006). *Development in Adulthood* (4th Ed). Allyn and Bacon.

ISBN13: 9780205439645

COURSE STRUCTURE AND ASSIGNMENTS:

This course is divided into 3 modules. The relevant information for each module of the course is covered in this syllabus and under the Assignments portion of your ANGEL course page. Each module will include a list of textbook chapter reading assignments along with learning objectives. These learning objectives identify specifically what you should know from each chapter. For each module of the course there will also be a set of lecture outlines, homework assignments, and daily reaction papers (more on this later in the syllabus). Each module will conclude with an exam.

Lecture Outlines

Lecture outlines can be found under Assignments in Angel (Course Content/Lecture Outlines & Learning Objectives folder). The outlines are organized according to which module of the course the chapter fits under. The purpose of the lecture outline is to give you an idea of what I will be talking about in class. The lecture outline is designed so you can take notes on these pages during class. The more organized and meaningful your notes are the better you will do on the exams. Download the lecture outlines and bring them to class. The lectures/classroom activities for this course are designed to enhance and clarify text material and in many cases to expand into

areas not covered in the text. **A key to the success of our time together is your ACTIVE ENGAGEMENT AND PARTICIPATION in class.**

Textbook Chapter Readings and Learning Objectives

Before reading a chapter I **strongly recommend** that you review the learning objectives listed for the chapter. These objectives are found under **Assignments** (Course Content/Lecture Outlines & Learning Objectives folder). The learning objectives are at the end of each lecture outline. By reviewing the objectives you will know ahead of time what you are supposed to be looking for when you do your reading. **THE LEARNING OBJECTIVES WILL BE THE BASIS OF YOUR EXAM QUESTIONS.**

Exams

There will be 3 exams consisting of multiple choice questions covering lectures/class activities and textbook chapters. Exam dates are listed under the class schedule. Here is a list of the chapters covered on each exam:

Exam 1: 60 questions=60pts.

Chapter 1- The Study of Development in Adulthood
Chapter 2- Theories of Psychosocial Development
Chapter 3- The Self: Culture, Gender, Ethnicity, Age
Chapter 4- Cognitive Processes: Dimensions/Directions
Chapter 5- Cognitive Processes: Influences/Explanations

Exam 2: 60 questions=60pts.

Chapter 6- Social Development, Friendship, Mate Selection
Chapter 7- Family Ties, Transitions, and Challenges
Chapter 8- Education, Work and Retirement

Exam 3: 60 questions=60pts.

(Final)
Chapter 9- Physical Development and Aging
Chapter 10- Health, Longevity, and Prevention
Chapter 11- Coping, Adaptation, and Mental Health
Chapter 12- Death, Dying, and Bereavement

Make-Up Exam Policy

Exams are to be taken on the days scheduled. If a disastrous situation occurs (such as serious illness), **you must notify prior to the scheduled time of the exam. It is your responsibility to notify me of your intent to make-up a missed exam.** You may schedule only 1 make-up exam. A missed exam can only be made up during the 8th week of the semester or on one of the scheduled reading days at the end of the semester.

Daily Reaction Papers

After every class I will ask you to write a short "reaction paper" at the end of class. The purpose of the paper is to express your thoughts on the ideas and concepts discussed in that class. Your reaction papers need not be more than a paragraph. In this paragraph you will indicate what

points in particular you found interesting and why? Or, what in particular was meaningful or applicable to your life and why? You may also pose questions or challenge a particular point or research finding discussed in class and provide your own analysis.

Please write legibly and on a standard 8 1/2 by 11 sheet of notebook paper (no spiral notebook, please). Your paper must be handed in at the end of that particular class. Reaction papers will be worth up to 2 points each. If you miss class you forfeit those 2 points.

Adulthood and Aging Journal Article Reviews

You will be required to read 3 peer-reviewed journal articles dealing with specific topics in adult development and aging. A list of articles will be kept on closed-reserve in the library. You may read these articles in the library, make a copy for yourself, or download a copy using the research data bases available through the college library website. After reading the journal article you must then type a summary and analysis. This review should do the following:

1. In your own words summarize key points and conclusions reached in the article. Make sure to discuss the 3 most important facts or research findings that support or provide evidence for the main point(s). (2 typed pages)
2. Give your opinions and analysis of the issue using personal experiences and/or other sources (1½ typed pages).

As you can see each journal article review must be at least 3½ typed pages. Please observe the following guidelines for typing:

- Include a title page with your name, date, course name, and my name.
- All subsequent pages should have a **1 inch margin** all the way around.
- Please use double spacing throughout.
- Use a **standard font size (e.g. 10 or 12 point)**
- Follow APA format for all reference citations

A list of available articles will be passed out in class. You may select any 3 journal articles to review but please note their due date. Assignments late by one day will be penalized. Assignments later than 1 day will not be accepted. Each journal article review is worth up to 20 points and will be graded according to the following criteria.

- completing the assignment as instructed
- quality of content
- grammar/spelling/neatness
- use of APA format

Adulthood and Aging Developmental Interviews

Here is an opportunity for you to gain some hands-on experience in several areas of adult development and aging. Most of these activities involve interviewing individuals of different ages on some topic relevant to one aspect of adult development and then analyzing the results in a short paper (3 ½ typed pages). Some assignments consist of thinking about *your own* life experiences as they relate to a particular topic in adulthood and aging and then comparing your

experiences with the research reported in the course.

The assignments are described in detail in a separate handout. Each activity has a maximum point value of 20 points. Which activity you do is up to you, but you must complete 2 activities. The actual points awarded for each activity will depend on the content and quality of your report. Your typed reports must be handed in on or before the specified due date to receive credit. Assignments late by one day will be penalized. Assignments later than 1 day will not be accepted. Below is a list of topic to choose from

1. Leaving the Nest-Early Adult Transitions
2. Choosing a Career/Career Patterns
3. Seeking Intimacy/Successful Marriage
4. Parenting and the Family Life Cycle
5. Midlife Crisis/The Sandwich Generation
6. Retirement/Successful Aging
7. Age-Related Changes in Meaning Systems
8. Ageism and Older Adults

Papers will be graded according to the following criteria:

1. completing the assignment as instructed,
2. ability to report the results of your interviews
3. ability to analyze and compare your findings with the relevant text material mentioned in the instructions and to cite those references (this part should be at least 1½ typed pages)
4. grammar/spelling/neatness
5. use of APA format

End of the Term Reflective Paper

This paper is essentially a review of the most significant things you have learned about yourself and the various stages and challenges of adult development and aging, through the course. It will be your attempt to synthesize the key material from the course into your life in a personal way. Please do not write a paper where you incorporate every term and theory discussed in class. I am only interested in those key concepts, theories, and issues that were most meaningful to you. I want to know your thoughts, ideas, and feelings about how this material on adult development applies to you and people you know.

The paper which is due on the day of your final exam should be between 7-10 pages. Follow the format/typing guidelines spelled out for the previous assignments. Your paper will be graded on the following criteria:

1. Your depth of understanding of those theories and concepts you choose to highlight
2. Your ability to explain the personal meaningfulness of these theories and concepts using examples to illustrate their application to your life
3. grammar/spelling/neatness
4. Use of APA format

CLASS SCHEDULE:

<i>WEEK</i>	<i>TOPIC</i>	<i>ASSIGNMENT</i>
August 18	The Study of Development in Adulthood	<i>Chapter 1</i>
August 20	The Study of Development in Adulthood	<i>Chapter 1</i>
August 25	Theories of Psychosocial Development	<i>Chapter 2</i>
August 27	Theories of Psychosocial Development	<i>Chapter 2</i>
September 1	The Self: Culture, Gender, Ethnicity, Age	<i>Chapter 3</i>
September 3	The Self: Culture, Gender, Ethnicity, Age	<i>Chapter 3</i>
September 8	The Self: Culture, Gender, Ethnicity, Age	<i>Chapter 3</i>
September 10	Cognitive Processes: Dimensions/Directions	<i>Chapter 4</i>
September 15	Cognitive Processes: Dimensions/Directions	<i>Journal</i>
<i>Review 1</i>		
September 17	Cognitive Processes: Influences/Explanations	<i>Chapter 5</i>
September 22	Cognitive Processes: Influences/Explanations	<i>Chapter 5</i>
September 24	EXAM 1	
September 29	Social Development, Friendship, Mate Selection	<i>Chapter 6</i>
October 1	Social Development, Friendship, Mate Selection	<i>Interview 1</i>
October 6	Social Development, Friendship, Mate Selection	<i>Chapter 6</i>
October 8	Family Ties, Transitions, and Challenges	<i>Chapter 7</i>
October 13	Family Ties, Transitions, and Challenges	<i>Chapter 7</i>
October 15	Family Ties, Transitions, and Challenges	<i>Chapter 7</i>
October 20	Education, Work and Retirement	<i>Journal</i>
<i>Review 2</i>		
October 22	Education, Work and Retirement	<i>Chapter 8</i>
October 27	Education, Work and Retirement	<i>Chapter 8</i>
October 29	EXAM 2	
November 3	Physical Development and Aging	<i>Chapter 9</i>
November 5	Physical Development and Aging	<i>Chapter 9</i>
November 10	Physical Development and Aging	<i>Interview 2</i>
November 12	Health, Longevity, and Prevention	<i>Chapter 10</i>
November 17	Health, Longevity, and Prevention	<i>Chapter 10</i>
November 19	Coping, Adaptation, and Mental Health	<i>Chapter 11</i>
November 24	Coping, Adaptation, and Mental Health	<i>Journal</i>
<i>Review 3</i>		
December 3	Death, Dying, and Bereavement	<i>Chapter 12</i>
December 8	FINAL EXAM	<i>Reflective</i>
<i>Paper</i>		

COLLEGE AND CLASSROOM POLICIES:

Academic Dishonesty

According to the College Catalog, **academic dishonesty and any form of cheating will not be tolerated.** Examples of academic dishonesty and cheating include, but are not limited to, the following:

- Copying from another student's materials;
- Using unauthorized materials during a test, quiz, exam, or project;

- Collaborating with any person during a test, quiz, exam, project, or assignment without instructor's permission;
- Knowingly obtaining, copying, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test, quiz, exam, project or assignment without specific authorization of the appropriate official;
- Soliciting or receiving unauthorized information about any test, quiz, exam, project or assignment;
- Plagiarism of any kind: to steal or pass off as one's own ideas, words, writings, sources of another without giving direct and complete credit; to commit literary theft; to present as new and original ideas, phrases, photos, sentences or products of any length derived from an existing source without citing the quotation as such and listing the complete source.

Items 1 & 3, in particular, involve working with others (including other students) on course assignments, tests, etc. **This is strictly prohibited.** Failure to adhere to these and other College rules and regulations published in the College Catalog will result in failure and/or further disciplinary action.

Attendance and Class Participation

Attendance is expected and will be taken every day. Attendance means being in class for the entire duration of the class period. If you must be absent from a lecture for any reason, it is YOUR responsibility to obtain any missed lecture notes, materials, or information I may have passed out.

Your active participation in class is expected. Participation can take a variety of forms such as asking questions, making comments on the topic being discussed, sharing life experiences related to the topic, and answering my questions in class. Attendance and class participation will be taken into consideration if a student's grade is on the borderline.

Grades

Your grade will be based on the number of points accumulated on the exams, homework assignments, and daily reaction papers.

Objective Exams	(3 X 60 points)	=180 points
Peer-Reviewed Journal Article Reviews	(3 X 20 points)	=60 points
Developmental Interviews	(2 X 20 points)	=40 points
Daily Reaction Papers	(30 x 2 points)	=60 points
<u>End of Course Reflective Paper</u>	<u>(1 x 80 points)</u>	<u>=80 points</u>
	TOTAL	=420 points

At the end of the course, I will assign grades as follows:

- A=378-420 (90-100%)
- B=336-377 (80-89%)
- C=294-335 (70-79%)
- D=252-293 (60-69%)
- F=251 or below (less than 60%)

Incomplete Grades

When a student is unable to participate in the course near the end of the term due to circumstances beyond the student's control, a faculty member and a student may agree to enter into a contract whereby a grade of Incomplete (I) is reported for a specific course. A contract between the faculty member and student must be negotiated and signed prior to the final exam and the reporting of a grade of "I."

Conditions under which an Incomplete contract can be formed:

- The student was unable to complete the course due to circumstances and conditions beyond her/his control AND there is a reasonable possibility that the student will be able to complete the course requirements within the contracted time.
- The student had participated regularly in the course and completed assignments until near the end of the term

Conditions of the Contract:

The student must meet the conditions of the agreed upon and signed contract.

- In such cases the student and faculty will sign a contract stating materials and activities the student must successfully complete and the date by which the student must complete those.
- Faculty member will set the date to complete the course requirements considering the work to be done, her/his professional schedule, and the schedule of the student.
- If the student does not complete the course requirements within the contracted time, an "F" will be recorded for the course in the permanent record of the student.

Withdrawal from Class

You may withdraw from this class for any reason through **Friday, November 6**. In order to withdraw **you must complete a withdrawal form at the Connections Center**. Students who stop attending class without following withdrawal procedures continue to be enrolled. If such is the case, a grade will be assigned based on the number of points accumulated.

Students with documented extenuating circumstances may be eligible for an **administrative withdrawal** by the Dean of the Social Sciences and Human Services Division. This must occur by **Friday, December 11**. After **December 11**, a documented appeal supported by the division director must be directed to the registrar.

Disclosure of Disability

If there is any student with a disability condition in this class who requires accommodation, please contact me at the beginning of the course, before any assignments are due. The Office of Special Needs Services exists to serve the needs of students with disabilities-physical, learning, and/or emotional. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115, extension 4058.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, provides students access to information about themselves, permits students to challenge such information about themselves, permits students to challenge such information about themselves, and limits the release of such information about students without the student's explicit written consent. LCCC is committed to this Act in its entirety. Procedural guidelines are available in appropriate College publications, and copies of procedures may be obtained from the Records Office.

Emergency/Weather Related Campus Closings

To receive up to date information on emergency closures, please log on to www.lorainccc.edu and click on severe weather/campus status, tune in to local news channels 3, 5, 8, 19, or 43, or dial 1.800.995.5222. To receive free text message or email alerts, sign up at <http://www.weathernet5.com/closings/index.html>

Class Cancellation Due to Inclement Weather

Generally if classes are cancelled at the college because of the weather, we will make some adjustment to the course schedule. If classes are cancelled on the day an assignment is due the assignment should be handed in on the first day our class resumes.

Miscellaneous

1. Please come to class on time. Late arrivals tend to be a disruption.
2. Please turn off cell phones, pagers, or other electronic communications equipment during class.
3. You may have a soft drink or coffee during class but please do not bring food/snacks to class.
4. You may bring a guest to a class if the person is 18 years or older. **Please do not bring school age children to class or have them sit in the hallway outside of class.**

ASSESSMENT OF STUDENT LEARNING

The college is committed to a process of effectively assessing and documenting student learning. Instructors and students both share in the responsibility to assist in an effort to promote continuous improvement in course delivery and student achievement. Below is a list of the specific learning outcomes for the course along with their respective assessment methods:

COURSE LEARNER OBJECTIVES

ASSESSMENT METHODS

<u>COURSE LEARNER OBJECTIVES</u>	<u>ASSESSMENT METHODS</u>
Cognitive/Knowledge: 1. Identify the key concepts, principles, and theories in the study of adult development	Objective assessment of exams (item analysis)
2. Identify the various factors (biological, cognitive, & psychosocial) that influence adult development	Objective assessment of exams (item analysis)
3. Describe the various research methods and techniques used to study adult development	Objective assessment of exams (item analysis)
4. Evaluate current and past research in the field of adult development	Peer-reviewed journal article reviews evaluated by rubric
5. Evaluate scientific and nonscientific explanations of adult development	Objective assessment of exams (item analysis) and developmental interview assignments evaluated by rubric
6. Apply basic principles and concepts of adult development to one's own life experiences	Daily reaction papers, developmental interview assignments and reflective paper evaluated by rubric
Affective/Disposition: 7. Develop a sensitivity to differences among	Value scales (item analysis), daily reaction

individuals and an openness to the factors that underlie those differences	papers, developmental interview assignments and reflective paper evaluated by rubric
8. Develop a positive attitude concerning the role of psychology in society	Value scales (item analysis), daily reaction papers, developmental interview assignments and reflective paper evaluated by rubric

This course also addresses the following LCCC general education outcomes.

General Education Outcomes	Corresponding Course Outcomes
C4: Social Sciences: Apply scientific concepts and methods of inquiry in the Social Sciences <i>Social Sciences Core Course</i>	1 - 6
c1: English: Demonstrate precision and clarity in writing. <i>Not a core course</i>	3 – 7
In1: Critical Thinking: Employ critical thinking skills in addressing issues and problems	2 – 4
In2: Communication: Demonstrate competence in verbal and nonverbal communication.	3-7
In3: Cultural Diversity: Analyze the role of cultural diversity in the development of the individual, the community, and the global society	6
In4: Ethics: Apply personal, professional, social and civic values.	1-2, 4, 6
In5: Health: Identify behaviors that promote the health of the individual	4