



Multicultural Psychology
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Learner's Guide

Multicultural Psychology PSY-224, section 200 (3 credits)

prerequisite course Introduction to Psychology PSY-111

Location: Online

WELCOME SCHOLARS!

Professor: Dr. Tina Smith, Ph.D.

Please call me either Dr. Smith or Professor Smith (she/her)

Email: use the Canvas Inbox

Chat: use the Canvas Chat to chat with your classmates and me

Phone: 410-777-2818

Office: Arnold Campus, Careers Building, CRSC 142

Student-Professor Hours: Office or Chat on Tuesday and Thursdays, 11:00 AM-2:00 PM or by appointment. Also, anytime my office door is open, come on in to chat.

Student-Professor hours are office hours dedicated for you.

Student-Professor hours are office hours dedicated for you. Communication between you and me is essential to your success in the course. I welcome learning more about you, your background, interests, curiosity about psychology, concerns, and supports needed. When you contact me by phone or email, please allow 48 business hours for a response. You can expect my response within the following timeframe from 8:30 AM-4:30 PM Monday through Thursday.

Support Links

- [How to use the Canvas Inbox](#)
- [How to use Canvas Chat](#)
- [AACC Locations and Maps](#)

COURSE INTRODUCTION AND DESCRIPTION

I am so glad you are taking Multicultural Psychology. I truly enjoy teaching this course. I ask that you stretch beyond your own experiences to consider the experiences of others as we discuss similarities and differences. There is a trend towards an increasingly diverse society. With diversity comes variability among human perspectives and behaviors. Expanded knowledge about cultures enables us to become more aware and sensitive to individuals and understand the complexities inherent in different perspectives and experiences.

Together, we will examine a range of topics at the intersection of culture and psychology. Throughout the semester, we will explore and better understand how culture influences our lives and the lives of others across the nation and world. Whatever your level of familiarity is with the cultures we are covering, I ask that you maintain an open yet critical mind as we examine the relationship between culture, cognition, and behavior.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you should be able to:

1. Define multicultural psychology and identify key theoretical approaches.
2. Identify the goals of research for multicultural studies.
3. Define and describe the concepts of social privilege and power.
4. Describe the biases in thinking about language, culture, and ethnicity.
5. Describe how culture influences what we perceive.
6. Define cultural literacy and describe the relationship between culture, I.Q., and social justice.
7. Identify the cultural differences in evaluation of emotional expression and experiences.
8. Describe the limitations of the sociobiological approach to understanding culture.
9. Identify basic human motives and cross-cultural differences and similarities.
10. Describe the distinction between human development and socialization.
11. Define gender and identify cultural gender stereotypes.
12. Identify two views on culture and psychopathology.
13. Define the nature of attitude, values, and social attribution.
14. Describe a group and the kinds of social influences that impact cultural norms.

MY TEACHING PHILOSOPHY AND EXPECTATIONS

I believe active and sustained learning involves exploring your current interests, abilities, skills and applying everyday experiences into course assignments and activities. My style of instruction will help facilitate development in critical thinking, creativity, and the application of content. I believe instruction should intrigue, as well as inform. I use a variety of teaching methods to make class interesting and meaningful. Intellectual development is influenced by the input of others, so I believe that discourse is essential to enhance learning through discussions, shared experiences, ideas, and insights of others. One way to support this philosophy in teaching is to encourage learning through small group discussions and assignments addressing societal and personal issues.

Value for Diversity and Inclusion

I recognize that you bring valued diversity to the class that influences learning, such as culture, background, thoughts, feelings, attitudes, and experiences. Respecting diversity and inclusive practices are important to me. All discussions and communications throughout this course, including emails, center around a model of respect that I created called D.E.E.P.E.R. learning –

All discussions and communications are designed around my model of respect called D.E.E.P.E.R. learning.

Develop appropriate language use,
Encourage open and honest dialogue,
Empower you to share without ridicule,
Process information shared by connecting to course content,
Enrich through equitable practices,
Refine social-emotional skills.

COURSE MATERIALS

Required book:

Shiraev, E. & Levy, D. (2017). *Cross-cultural psychology: Critical thinking and contemporary applications*. New York; N.Y.; Taylor and Francis.

The required book includes foundational theories, insights, and application of concepts across multiple cultures. This book is available in the Arnold campus library for temporary access. There may be a copy at the library circulation services desk for limited-time-only reserve for 3-hour checkout.

Support Contacts and Links:

- [Bookstore](#): Student Union Building (SUN) Room 160, 410-777-2220
- [Library - How to Borrow and Return](#): second-floor LBRY Room 239, 410-777-2238, email circdesk@aacc.edu

COURSE TECHNOLOGY

This course is in an online format requiring access to a computer with a reliable internet connection. In addition, you should have access to basic word processing software. If you need support accessing a computer, contact the AACC library at the Arnold campus. As a registered AACC student, you can access free Microsoft Office software. The software includes programs such as Outlook, Word, Excel, PowerPoint, OneDrive, and more.

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For this course, we will use Canvas. Canvas is the online learning management platform where all course materials and assignments will be stored and accessed throughout the semester. You can access Canvas using an app on a mobile device, but computer access is the most effective and reliable to complete all course assignments.

Access Canvas from on a computer through your MyAACC account.

You can get to your MyAACC account from the college's homepage at www.aacc.edu

1. Select the tab labeled MyAACC Log in to your account.
2. Select the tab labeled "Access My Courses."
3. Select "PSY 224," and you have made it to the home page for our Multicultural Psychology course.

Support Contacts and Links:

- Canvas and Software [Technical Assistance and Services](#): 410-777-4357(410-777-HELP), email helpdesk@aacc.edu
- [AACC Library Laptop Loans](#): 410-777-2456 , email circdesk@aacc.edu
- [Online Course Format](#)

ASSIGNMENTS AND ACTIVITIES

Practice Pre-test Assessments

Each unit will contain a brief pre-test. Before beginning course learning activities and assignments, complete a pre-test assessment. Each pre-test is a self-assessment designed to determine your initial understanding of key terms or concepts and provide you with immediate feedback. Some of the concepts may come from the prerequisite course, Introduction to Psychology. To get the most out of the pre-test assessments, complete them without the assistance of resources such as books, websites, people, articles, or videos. The score you earn is not a part of your course letter grade.

Graded Learning Assessments (quizzes)

There are open-note multiple-choice learning assessments that go along with content in Canvas. Learning assessments are designed to help you and me determine if you have met the learning objectives for the Module. To be successful on learning assessments, you will need to take organized notes as you go through each Module. Your notes should always reflect answers to the module objectives located on each Introduction page. I will provide you with additional notetaking guidance throughout the course. Point values are within the learning assessments in Canvas.

Support Tips

- There are no trick questions. Trick questions can be detrimental to long-term memory storage and recall, which could unintentionally strengthen misinformation.
- Do not read anything in or out of the questions. Instead, stick to what is stated unless otherwise told.
- For true-false questions, if any portion of the question is false, the entire statement is false.

Graded Discussions

There are interactive discussion activities designed to provide opportunities for you to work with concepts in multicultural psychology and assist you in learning the course objectives. Discussions will also allow you to share with and learn from classmates and their experiences. The point value for each assignment is within the discussions in Canvas.

Each discussion has a detailed scoring rubric or checklist to explain how the work is assessed. Two discussions require you to post an initial discussion to a board and then provide a substantive reply to classmates' posts. Four discussions require you to post an initial discussion

to a board, but replies are optional (not required, recommended). Discussions are exciting learning opportunities.

Make sure to always include research and supported facts.

Acceptable online communication

Some discussions in this course will be challenging. Topics on privilege, race, ethnicity, and understanding differences can be complex and new to some students. Challenge is expected in this course. You are here to stretch your understanding and think critically.

Be respectful with your classmates, as well as me, at all times. Discussion posts are where you will have most of your interactions. Maintain a professional tone and open mind. Remember, this is an academic setting. If you disagree with someone, you should first restate their point of view in your own words. Restating your interpretation of what someone has expressed ensures that you have understood their points. It can be challenging to ascertain intent, even when conversing with others in a face-to-face setting. It is even more challenging to do this online. We will assume that everyone in this course has good intentions, but I will make sure to address any potential negative impact on others. If you have a question or concern about something written on a discussion board, you should immediately contact me.

Support Tips

- Be professional.
- Follow core rules of [netiquette](#)
- Refer to my [D.E.E.P.E.R. model for inclusive communications](#).
- Lived experiences and professional insights are welcome; make sure always to include research and supporting facts.

Graded Assignments

Assignments vary to include Question and Answer (Q & A), analysis, or brief summary. Assignments are designed to help you and me determine if you have met the learning objectives for the Module. The point values are within the assignments in Canvas. In addition, each assignment has a detailed scoring rubric or checklist to know exactly how the work is assessed. One of the assignments is a brief Introduction to Class through cultural exploration. More details will follow in class.

Support Tips

- Review the assignment scoring rubrics or checklists.
- Feel free to submit work, before the due date, with questions for feedback. Ask precise questions to clarify instructions or psychology content.
- Use American Psychological Association (A.P.A.) style for in-text citations and References. Use the award-winning online [AACC Virtual Writing Center](#) for support.

Use the AACC Virtual Writing Center for support.

Graded Exams

There is an open-note midterm and open-note final exam. Exams will assess your knowledge of the course learning outcomes. The exams will contain open-ended essay questions. To be successful on the exams, you will need to take organized notes for every Module. Your notes should always reflect answers to the module objectives. I will provide you with additional notetaking guidance throughout the course. The exams are taken online during the assigned days listed on the course calendar.

Support Tip

- Review your course notes and learning materials before taking the exams. Your responses must reflect your understanding. Acts of academic dishonesty, such as plagiarism, impede learning and have consequences.

Graded Papers

There are two APA style papers. One paper is a Movie Review where you make observations and apply theories and concepts to events, environments, and themes in context. A list of movies will be provided to you for your selection. You are welcome to recommend movies that are not on the list, but you must get approval from me at least two weeks before the due date.

The other assignment is a brief Annotated Bibliography where you explore additional resources and research on a select topic. The annotated bibliography is not a research paper; it is the foundation for organizing sources and information. Detailed instructions and a scoring rubric are provided in the course. In addition to a better understanding of cultural aspects of psychological phenomenon, you gain workforce skills such as written communication, global perspective, information literacy, organization, and application.

Use American Psychological Association (APA) style formatting.

GRADING

All assignments, discussions, and papers have detailed instructions and scoring rubrics or checklists for success. If you are unable to locate the checklists for success, let me know immediately. Your grades will be continually updated online so that you can monitor your progress. Some assignments may take a bit longer than others to grade. I will always provide some form of feedback on your work.

Unless otherwise noted in the course, the following are estimated grading turnaround times:

- Pre-Assessments and Learning Assessments (quizzes): immediate feedback upon submitting the work in Canvas
- Discussions, Assignments, Exams, Papers: within seven days after the due date

Assignments are subject to change. Your final grade is based on the following percentages:

Assignments (quantity)	Point Values Per Assignment	Percent of Grade
Learning Assessments (11)	15 points each	15%
Discussions (6)	Range: 6 – 25 points each	15%
Assignments (5)	Range: 10 – 20 points each	20%
Exams (2)	50 points each	20%
Papers (2)	100 points each	30%

Course letter grades are as follows:

- A – 90% or above
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 59% and below

Late Assignments

We must keep the pace moving in our class. Therefore, turn in all work before or by the published due dates to increase the chance that you will submit quality work. If you know that this will be a challenge, please contact me before the due date to discuss your options. If I do not hear from you before the due date, understand that I will enter a grade of zero for the assignment or assessment.

You are allowed one “No Questions Asked” (NQA) late assignment pass.

I understand that unexpected events and circumstances occur. With this in mind, you are allowed one “No Questions Asked” (NQA) late assignment pass. An NQA means that you are allowed a one-time pass to submit an assignment or assessment up to 7 days after the due date. Use this pass for emergencies only. For example, if you missed a due date of January 1, 11:58 PM, you could request a one-time extension up to January 8, 11:58 PM. Please send me a Canvas Inbox message to state you would like to use your one-time NQA late submission pass. No explanation is needed, nor will I ask you questions about why you made the request.

COURSE OUTLINE

For full assignment details, instructions, and scoring rubrics, refer to each Module of the course.

Online Module Units	Graded Assignments and Assessment (subject to change)	*Course Learning Outcomes
Start of Semester Assignments	Introduce Yourself and Getting Started Acknowledgment	5
Module 1: Understanding Multicultural Psychology	Discussion (initial and replies) and Learning Assessment	1, 5
Module 2: Multicultural Research Methods	Q & A Assignment and Learning Assessment	2, 5
Module 3: Defining and Understanding Privilege, Power, and Differences	Activity/Discussion (replies optional) and Learning Assessment	3
Module 4: Critical Thinking in Multicultural Psychology	Learning Assessment and Paper (annotated bibliography)	4, 5
Module 5: Sensations, Perceptions, and States of Consciousness	Discussion (replies are optional) and Learning Assessment	5
Module 6: Culture and Intelligence	Question Analysis and Learning Assessment	5, 6
Midterm exam	Modules 1 – 6	1 – 6
Module 7: Culture and Emotion	Activity/Summary Assignment and Learning Assessment	5, 7
Module 8: Motivation and Behavior	Discussion (replies are optional) and Learning Assessment	5, 8, 9, 10
Module 9: Developmental Theory in Multicultural Context	Q & A Assignment and Learning Assessment	5, 10
Module 10: Gender	Q & A Assignment and Paper (movie review)	11
Module 11: Abnormal Psychology through Multicultural Lens	Discussion (initial and replies) and Learning Assessment	5, 12
Module 12: Social Perception Social Cognition Social Interaction	Activity/Discussion (replies are optional) and Learning Assessment	5, 13, 14
Final exam	Modules 7 – 12	5, 7 – 14

*Link to [Course Outcomes](#) descriptions.

ATTENDANCE AND PARTICIPATION

Regular attendance and active participation promote student success. For online courses, attendance is defined as regular and substantive student participation. Canvas will document how often you log into the course and the amount of time you spend logged into and working the course. I record and report weekly attendance to the college based on your participation and active engagement in the course. Reporting attendance/participation is to comply with federal guidelines regarding financial aid and military veterans' benefits. I expect you to log into the course often to view course announcements, read emails, review content, and submit assignments. You can expect me to be in the course approximately four times per week, not to include weekends.

Emergency College Closure

Since this course is online, emergency closures do not impact our ability to remain on schedule with due dates. For example, suppose the campus closes due to weather or power outages. In that case, our online course will remain open and available so you can continue to progress in the course without interruption.

Study Time

The general norm is that for every hour per week you are in class, you need 2-3 hours outside of class. If this were a 15-week face-to-face classroom course, we would be meeting 3 hours per week; add that to the 6-9 hours per week outside of class, and the result is that you need to plan to spend 9-12 hours per week on the course. You may need a bit less or more time, depending on your circumstances and your academic skills. There are 168 hours in one week—plan in advance. The scenarios on the chart that follows are rough estimates and are meant to provide a general outline that will need to be adjusted for your individual circumstances.

Sample [basic] weekly hours for someone who works full-time	Work – 40 hours Sleep – 56 hours (8 hours, per day) Eat – 14 hours (2 hours, per day) Total = 110 hours 58 hours remaining	Whether you are a working student or not, military, parent, volunteer, caretaker, and many other roles, life presents challenges, emergencies, and unexpected events that can shift even the most organized plan. Also, remember to account for other courses and include parts of your day that involve commuting to and from different locations.
Sample [basic] weekly hours for someone who works part-time	Work – 20 hours Sleep – 56 hours Eat – 14 hours Total = 90 hours 78 hours remaining	
Sample [basic] weekly hours for someone who does not work	Sleep – 56 hours Eat – 14 hours Total = 70 hours 98 hours remaining	

Support Links:

- [Time Management Techniques](#)
- [How to Study Video Series](#)

Withdrawing from the Course

You are encouraged to discuss concerns with me before deciding to withdraw from the course. The last day to withdraw from the class with a grade of “W” is xx/xx/XXXX. After that date, withdrawing from the class will result in a grade of “WP” (withdrawal passing) or “F.” To withdraw, you must file a withdrawal form at the Records and Registration Office or use MyAACC. If you stop participating in the course without officially withdrawing, you will receive a grade of F or FX. (failed-stopped attending).

Student Opinion Forms

Toward the end of the semester, please fill out an online Student Opinion Form (SOF) to provide feedback on your learning and my teaching in this course. Your responses will be anonymous, and I will receive the responses only after final grades are submitted. Your responses are important to me, the Psychology Department, and the college. The results offer information, recommendations, and ideas to improve teaching and learning. The SOF opens after the course drop date and closes before the last class. You can access the SOF by selecting *Student Opinion Form* on the Canvas Navigation menu in the course.

STUDENT RESOURCES

Study Tool

StudyMate is an online tool within Canvas that allows you to create flashcards to view on a computer or mobile device. You can access flashcards for our Multicultural course by selecting the StudyMate link in Canvas. You can also download the StudyMate app to view the flashcards. To see how this is done, select the link to [Getting Started with StudyMate](#). Please note that while flashcards can be a valuable study tool, they should not be your primary tool. They can help you memorize definitions, but we will be learning much more than definitions in this course. You will need to know how to apply the terms to a variety of groups and environments.

Library Services

The [Andrew G. Truxal Library](#) is located on the Arnold Campus, or call 410-777-2216. You can receive support with research. Note that you can also request support from a research librarian through the Virtual Writing Center.

Writing Center Services

Contact the [Writing Center](#) for help with writing, researching, and online tutoring sessions. To schedule an appointment for an online tutoring session, you will need to enroll in the Virtual Writing Center in Canvas.

Student Achievement and Success Program

The [Student Achievement and Success Program](#) (SASP) helps with financial aid, goal setting, borrowing textbooks and course materials, walk-in tutoring, scholarships, and much more. The phone number is 410-777-2530.

Learner Support Services

Any student who faces challenges securing their food, transportation, housing, or course materials and believes this may affect their performance in this course is urged to contact the Office of the Dean of Student Engagement for assistance. Email studenthelplink@aacc.edu or call 410-777-2511.

Additional Resources	Location	Phone
Counseling	Student Services Center 2 nd Floor Personal Counseling Services	410-777-7111
Military/Veterans	Truxal Library, Room 112 Military and Veterans Resource Center	410-777-4838
Collegiate Recovery Center	Student Union Room 208B Substance Use Prevention, Education, and Resources	410-777-2527
LBGTQ+ Advocacy	AACC Rainbow Network	410-777-1490
Student Success Center	Virtual Campus	410-777-2464
Health Services	Student Union Bldg., Room 120 Health and Wellness Center	410-777-2480
Careers and Employment	Student Services Bldg., Room 200 Career Services	410-777-2307
Health and Personal Counseling	Student Services Bldg., Room 225 Emergency Support	410-777-2218
Get involved at AACC	Student Engagement	410-777-2218
General Information, Student Resources	Student Handbook	
American Psychological Association (APA)	Science and Practice of Psychology	
APA Multicultural Toolkit	Diversity Resources and Organizations	

For a more comprehensive list of free services available to you, log into Canvas and select “Student Resources” on the navigation bar or visit the website [Resources for Students](#).

ACADEMIC POLICIES

Academic Integrity Policy

Anne Arundel Community College, with a central mission of producing learning and a belief that individuals be given the opportunity to fully develop their potential, is committed to upholding rigorous and fair standards of student learning and achievement. Achieving successful student learning is dependent upon a dedication to academic integrity on the part of all members of the college community. Without academic integrity, students gain unfair advantage over others and impede their own development.

In support of this aim, Anne Arundel Community College requires all students to exhibit academic integrity in all their academic work. A culture of academic integrity, a unifying principle in this and all academic communities, is built upon respect for others' work, commitment to doing one's own work, and intolerance for academic dishonesty in all its forms. For more information, visit: <http://catalog.aacc.edu/> and select Academic Regulations from the menu on the left.

Acts of academic dishonesty include, but are not limited to:

- Cheating, which is the use or attempted use of unauthorized material, information, electronic device, implement or study aid in an academic exercise or assignment without the instructor's permission;
- Plagiarizing, which is the unacknowledged or improperly cited adoption or reproduction of the ideas, words, data, or statements of others, including fellow students and internet sources;
- Fabricating or falsifying, which is the unauthorized falsification or invention of any data, information, or citation in an academic exercise;
- Impersonating, which is assuming another student's identity or allowing another student to do so for the purpose of fulfilling an academic requirement;
- Facilitating, which is helping or attempting to help another commit an act of academic dishonesty.

If a student commits an act of academic dishonesty, the instructor has the right and obligation to impose a reasonable academic sanction including, but not limited to, the following:

- Assign a grade of failing for the assignment;
- Assign a grade reduction for the course;
- Assign a failing grade for the course; or
- Assign an alternative learning experience or activity which shall be completed by the student as specified by the instructor.

Privacy Policy

Anne Arundel Community College is bound by the Family Educational Rights and Privacy Act (FERPA) which states that personal information such as class location, course schedule, grades, and other personal information cannot be released to parents or significant others without the specific written consent of the student. Therefore, I will only communicate with you through your college-provided email account (MyAACC or Canvas).

Student Conduct Policy

Students shall at all times conduct themselves in a manner that demonstrates mutual respect and courtesy, displays appropriate standards of behavior, and refrains from any actions or in actions that impinge on the rights of others or disrupt the teaching and/or learning process or the operations of the college. A student found in violation of this policy or any other College policy shall be subject to appropriate sanctions in accordance with the student conduct procedures. The full text of the policy is available on the AACC website (<https://www.aacc.edu/policies/>) and in the Student Handbook and College catalog.

Recording in Classrooms

Any educational materials including taped recordings or live lectures, including all materials presented and/or images of instructors or students, are solely for the exclusive use of students enrolled in this class. Distributing these materials is prohibited. Anyone found to have copied, shared or uploaded these materials for any purpose other than the students use in this class may be subject to disciplinary action through AACC's Code of Student Conduct process. Only students with a documented disability are permitted to record live lectures and must inform their instructor prior to recording. To request an accommodation through Disability Support Services, email dss@aacc.edu.

Acceptable Use of Information Technology Resources Policy

This policy governs the acceptable use of the college information resources by anyone. This policy applies to students enrolled in this course at any time they are using college resources. The goal of the usage policy is to encourage an environment of learning in which all students can interact in an open, legal, and ethical manner. The full text of the policy is available on the AACC website (<https://www.aacc.edu/policies/acceptable-use-of-technology-resources-policy/>). The procedures that implement the policy are available on the AACC website (<https://www.aacc.edu/policies/acceptable-use-of-information-technology-resources-procedures/>).

Notice of Nondiscrimination/ Americans with Disabilities Act (ADA) Statement

AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30 days' notice. For information on AACC's compliance and complaints concerning sexual misconduct, discrimination or harassment, contact the federal compliance officer/Title IX Coordinator at 410-777-1239 or complianceofficer@aacc.edu or Maryland Relay 711.

The Disability Support Services Office (DSS) provides equal access to educational opportunities for qualified students with disabilities. Students interested in course accommodations must provide relevant documentation in order to receive accommodations. For information, please contact the Assistant Director for DSS, at 410.777.2306, email dss@aacc.edu or visit <http://www.aacc.edu/resources/disability-support-services>. Deaf and hard of hearing students can reach the office by calling Maryland Relay 711 or by emailing dss@aacc.edu.

For a complete list of all college policies, visit <http://www.aacc.edu/policies/>
For a complete list of academic regulations, visit <http://catalog.aacc.edu/> and select Academic Regulations from the menu on the left.

GENERAL EDUCATION AND ESSENTIAL SKILLS

Anne Arundel Community College is committed to offering experiences that allow you to acquire, develop and demonstrate growth in 10 core competencies – communication, technology fluency, information literacy, personal wellness, self-management, scientific reasoning, quantitative reasoning, social and civic responsibility, global perspective, innovative and critical thinking. These competencies encompass general education and essential life and workforce skills.

This course will provide feedback in areas relevant to essential life and workforce skills.

Of the ten, this course will focus on providing feedback in the following areas:

- **Communication**
Using listening, speaking, reading, writing and visual communication skills effectively.
- **Information Literacy**
Recognizing when information is needed and locating, evaluating, and using information appropriately.
- **Self-Management**
Displaying accountability and adaptability as a learner.
- **Scientific Reasoning**
Applying logic and the scientific method to interpret observable evidence.
- **Social and Civic Responsibility**
Participating in communities as an informed, committed, and productive individual.
- **Global Perspective**
Awareness and understanding of the diversity and interdependence among cultures, communities, and the environment.
- **Innovative and Critical Thinking**
Integrating knowledge to analyze problems using different modes of thinking (critical, creative, and innovative).