

ESSENTIAL STUDIES PROGRAM FOR BACHELOR OF ARTS, BACHELOR OF SCIENCE, AND BACHELOR OF SCIENCE IN EDUCATION

(BACHELOR OF APPLIED SCIENCES Essential Studies requirements are listed with Technical Occupations major.)

PHILOSOPHY OF ESSENTIAL STUDIES

Students are members of a broader society dependent on their meaningful contributions for its success. Chadron State College embraces this vision, recognizing the need to serve the region within the context of an increasingly global and more complex world in need of creative solutions to a never ending supply of challenges and opportunities. The Essential Studies Program at Chadron State provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry.

INSTITUTIONAL FOCUS AREAS AND STUDENT LEARNING OUTCOMES

ESSENTIAL STUDIES STRUCTURAL CRITERIA

- All first year students will take 6 hours of interdisciplinary, issue- or theme-based First Year Inquiry (FYI) to orient them to the Essential Studies Program, critical inquiry, and creative problem solving. This experience may be:
 - a single 6-hour course,
 - two 3-hour courses,
 - or other combinations of credit hours offered in a variety of formats and academic terms.Students will complete the six-hour FYI requirement within the first 30 hours taken at CSC. Students who fail to meet this requirement will have a hold placed on their registration until they complete the six-hour FYI requirement. While this hold is in place, students must register for at least one FYI course whenever they register for courses.
- Students are required to complete three credit hours to satisfy each outcome in the Skills, Modality of Inquiry and Personal and Social Responsibility areas (2-11).
- Student Learning Outcome 12 will be met in a team-taught 6-hour Capstone course with an interdisciplinary theme.
- Some essential studies courses may be team-taught 6-hour interdisciplinary courses approved to address two Essential Studies Student Learning Outcomes 2-11.
- A single 3-hour essential studies course may be approved to address a maximum of one Essential Studies Outcome.

NOTE: Up to (9) hours of Essential Studies program courses can apply toward any comprehensive major or any minor. No courses required in a subject major (30-36 hours) can be used to meet Essential Studies Program requirements. Some degree programs specify Essential Studies program courses; check the program requirements for the major you are seeking.

PLACEMENT TESTS & SCORE REQUISITES FOR STUDENT LEARNING OUTCOMES #1 AND #2

¹ACT English & Reading Scores

Required Course(s)

If either score is 1-15

Must Pass both ENG 111² "Introduction to College Writing" AND COLG 121² "The Academic Life" before enrolling in (SLO) #1 FYI and #2 Writing Courses.

If either score is 16-18

Meet with Transitional Studies to complete an E-Compass writing test for appropriate placement. Those scoring 8 or above may enroll in (SLO) #1 FYI and #2 Writing Courses. Those scoring 7 or below are REQUIRED to pass COLG 121² and are ADVISED to take ENG 111² before enrolling in (SLO) #1 FYI and #2 Writing Courses.

If both scores are 19 or above

Enroll in (SLO) #1 FYI and #2 Writing Courses.

If English or Combined English/
Writing Score is 28 or above

You are not required to complete an (SLO) #2 Writing Course.

Transfer Students without an AA/AS
degree

Must satisfy the above requirements, or equivalent preparation based upon review
of your transcripts by the Transitional Studies Office.

¹Or equivalent SAT score or other qualifying assessment approved by the Transitional Studies Office

²Transitional courses are prerequisites that do not count towards Essential Studies credit hour requirements

STUDENT LEARNING OUTCOMES AND COURSES

FIRST YEAR INQUIRY (FYI) (6 CREDIT HOURS)

Student Learning Outcome (SLO) 1. Students will practice skills involved in Critical Inquiry and Creative Problem Solving through interdisciplinary, collaborative engagement of a specific issue or theme.

Students have the curiosity and intellectual capacity to engage in critical inquiry of issues or themes and to seek creative ways of addressing those issues or themes. These courses provide the opportunity for students to identify and practice skills involved in asking questions and seeking informed answers in academic and professional settings. This happens in an environment where students learn by actively participating. These courses emphasize the integrated use of problem-solving tools from diverse perspectives.

- FYI 169 A Health Care I: A Choice or a Right, 3 hrs.
- FYI 169 B Enemy Mine: The Extreme Other, 6 hrs.
- FYI 169 C The Nation and the Globe, 6 hrs.
- FYI 169 D Wizards & Vampires in Film, TV, & Literature, 6 hrs.
- FYI 169 E Environmental Policy: Beyond the Sound Bites, 6 hrs.
- FYI 169 F A Pox on You: The Biological, Legal, and Social Consequences of Infectious Diseases, 6 hrs.
- FYI 169 G Do You See What I See: The Science of Art and the Art of Science, 6 hrs.
- FYI 169 H Athletics: Not for Spectators, 6 hrs.
- FYI 169 I We are What We Eat, 3 hrs.
- FYI 169 J The Hidden Life of Everyday Things, 3 hrs.
- FYI 169 K A Better You through Financial and Physical Health, 6 hrs.
- FYI 169 M Improving Your Influence, 6 hrs.
- FYI 169 N Virtue and the Warrior Spirit, 6 hrs.
- FYI 169 O 10,000 B.C., Great Plains, North America, 6 hrs.
- FYI 169 P Making Cents of Petroleum, 6 hrs.
- FYI 169 Q Private Parts: The Psychological, Socio-cultural & Biological Aspects of Human Sexuality, 6 hrs.
- FYI 169 R Health Care II: A Choice or a Right, 3 hrs.
- FYI 169 S Without the Arts, You're Only Half a Brain, 6 hrs.
- FYI 169 U Study of Natural Disasters, 3 hrs.
- FYI 169 V Nutrition, Weight Loss and Wellness, 3 hrs.
- FYI 169 W Literature & Practice of World Religions, 6 hrs.
- FYI 169 X Survival Skills 101, 3 hrs.
- FYI 169 Y Plants & Man: Beverages, 3 hrs.
- FYI 169 Z Forgiveness, 3 hrs.
- FYI 169 AA Home on the Range, 6 hrs.
- FYI 169 AB Learning to Serve, 3 hrs.
- FYI 169 AC The 20th Century American Road, 6 hrs.
- FYI 169 AD Football, American Style, 6 hrs.
- FYI 169 AE Happiness, 6 hrs.
- FYI 169 AF Study the World, 3 hrs.
- FYI 169 AG Analyzing Adolescence, 3 hrs.
- FYI 169 AH Fashionomics, 3 hrs.
- FYI 169 AI Relationships 2.0, 3 hrs.
- FYI 169 MU Opening Pandora's Music Box, 3 hrs.

SKILLS (3 CREDIT HOURS)

Students will develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative techniques and applications; information acquisition and assessment; teamwork; and problem-solving.

Student Learning Outcome (SLO) 2. Students will use writing as a tool for learning and thinking, and will compose texts that address diverse writing situations purposefully, making appropriate use of evidence and conventions, including Standard Edited English.

Writing is a powerful tool for participating in academic, professional, and civic discourse. People use writing to understand, to learn, to create, to express, and more. Writers need opportunities to explore diverse strategies for finding questions, developing ideas, managing information, and composing various types of texts. They also need opportunities to address varying authentic rhetorical situations and to receive feedback and guidance in their efforts to do so. This includes guidance in the purposeful and reasonable use of credible outside sources. It also includes guidance in addressing conventions of text, style, and grammar.

ENG 135	Composition I, 3 hrs.
ENG 136	Composition II, 3 hrs.
ENG 137	Technical Writing, 3 hrs.

Note: Students pursuing select programs of study, may need to complete two courses in this skill set. See individual program requirements for details.

Student Learning Outcome (SLO) 3. Students will demonstrate communication competence in two or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by employing listening skills.

“As a ubiquitous and an invaluable element of the human experience, communication is critical to helping individuals expand their perspectives and strengthen their relationships. Communication skills are, in fact, life skills. Communication is the common denominator of human experience. As such, educational institutions should foster a mature understanding of the complexity of communication and teach students the communication skills fundamental to achieving a meaningful and successful life....” (National Communication Association, Communication in the General Education Curriculum, A Critical Necessity for the 21st Century, 2003) Communication is a critical component of solving problems and adding meaning to personal, professional, and civic lives. This includes understanding the purpose of communication, designing messages for a variety of audiences, understanding communication contexts, and the importance of critical listening.

Performance Criteria

All students will meet the following performance criteria:

1. Demonstrate understanding of the ethical aspects of listening.
2. Demonstrate ability to engage the six-step process of listening; hearing, interpreting, understanding, remembering, evaluating, and responding.

Students will meet one of the following three performance criteria depending on course selection:

1. Demonstrate understanding of creating and delivering an effective speech.
2. Evaluate knowledge of factors affecting interpersonal interaction including conflict resolution, intercultural issues, non-verbal communication.
3. Demonstrate understanding of how to effectively communicate in groups.

BA 331	Business Communications, 3 hrs.
CA 125	Fundamentals of Oral Comm, 3 hrs.
CA 130	Interpersonal Comm, 3 hrs.
CA 225	Comm in Groups & Teams, 3 hrs.
CA 330	Conflict Resolution and Mediation, 3 hrs.
CA 233	Presentation Speaking, 3 hrs.

Note: Students seeking the Bachelor of Science in Education degree must complete CA 125 or 233.

Student Learning Outcome (SLO) 4. Students will demonstrate the application of mathematical terminology, expressions, and logical reasoning abilities to model, draw inferences, and to mathematically solve problems within our world.

Mathematics is a skill used throughout the world in many fields, including education, business, and the sciences. This includes the use of quantitative, inferential, and logical reasoning to support the imaginative and critical exploration of

complex human problems. Mathematics involves the practical use of reasoning skills to solve problems on a daily basis. It also serves as a means of communication through the use of appropriate mathematical terminology.

Performance criteria for Mathematics:

1. Students will communicate quantitative ideas using mathematical terminology.
2. Students will demonstrate skill manipulating mathematical expressions.
3. Students will organize, analyze, and interpret model and solve problems mathematically.

The following matrix is designed to aid the student in enrolling in the appropriate Mathematics course. If a student's ACT Math test score is 1-18, the student *must* take the ASSET test for proper advising. If the ACT Math test score is 19 or higher, the student should be advised to take a Mathematics course based upon the following matrix:

<u>ACT Math Score</u>	<u>Recommended Math Course</u>
1-15	Consult Academic Advisor
16-18	*MATH 100 Pre-college Algebra
>18	MATH 142 College Algebra or value added

*Developmental course: Does not meet Essential Studies requirement.

<u>High School Background</u>	<u>Placement for Mathematic Courses</u>
No Algebra	MATH 133 Intro to Mathematics, 3 hrs.
1 Year Algebra	MATH 132 Applied Mathematics, 3 hrs. (if Elementary Education Major)
	MATH 137 Math Topics for Elem Teachers, 3 hrs. (if Elementary Education Major)
	MATH 232 Applied Statistics, 3 hrs.
1 Year Algebra and 1 Year Geometry	MATH 142 College Algebra, 4 hrs.
2 Years Algebra	MATH 138 Applied Calculus, 3 hrs.
	MATH 142 College Algebra, 4 hrs.
	MATH 232 Applied Statistics, 3 hrs.
2 Years Algebra and 1 Year Geometry	MATH 134 Plane Trigonometry, 3 hrs.
	MATH 135 Pre-Calculus Mathematics, 3 hrs.
4 Years Math (including Trigonometry)	MATH 138 Applied Calculus, 3 hrs.
	MATH 232 Applied Statistics, 3 hrs.
	PHIL 333 Symbolic Logic, 3 hrs.

Student Learning Outcome (SLO) 5. Students will practice one or more creative art forms, such as music, theatre, creative writing, visual art, and the design arts.

In the arts, students explore the meaning of aesthetics and actively examine the nature of art. Students engage in a personal journey of inspiration, through the mechanics of artistic creation, to production of a finished work. Artistic critique then involves communication about the discovery process and learning from the experiences of others. This practice of the arts cultivates the skills "to observe acutely, to think spatially and kinesthetically, to identify the essential components of a complex whole, to recognize and invent patterns, to gain empathy with the objects of study and to synthesize and communicate the results of one's thinking visually, verbally, or mathematically." (From For the Sake of Science, The Arts Deserve Support by Robert S. Root Bernstein, The Chronicle of Higher Education, July 11, 1997) While the creative process drives discovery in many human endeavors, nowhere is this discovery made more tangible than in the practice of the arts. The arts are essential in teaching students how to think, invent, and create.

ART 223	Intro to Photography, 3 hrs.	ENG 249b	Creative Writing: Fiction, 3 hrs.
ART 227	Sculpture I, 3 hrs.	ENG 249c	Creative Writing: Poetry, 3 hrs.
ART 228	Ceramics I, 3 hrs.	ENG 349	Advanced Writing Workshop, 3 hrs.
ART 229	Intro to Graphic Design, 3 hrs.	MS 331	Exhibit Design, 3 hrs.
ART 237	Creative Crafts I, 3 hrs.	MUS 016	Chadron State Community Chorus, 1 hr.
ART 321a	Glass I (a glass blowing), 3 hrs.	MUS 018	Chadron State Comm. Symphonic Band, 1 hr.
ART 322	Graphic Design I, 3 hrs.	MUS 102	Wind Symphony, 1 hr.
ART 343	Digital Photography, 3 hrs.	MUS 103	Concert Choir, 1 hr.
CA 144	Oral Interpretation & Perform Studies, 3 hrs.	MUS 104	Vocal Jazz Ensemble, 1 hr.
ENG 249a	Creative Writing: Nonfiction Prose, 3 hrs.	MUS 105	Jazz Band, 1 hr.

MUS 108	Brass Ensemble, 1 hr.	MUS 303	Concert Choir, 1 hr.
MUS 111	Guitar Ensemble, 1 hr.	MUS 304	Vocal Jazz Ensemble, 1 hr.
MUS 116	Class Piano Foundations I, 1 hr.	MUS 305	Jazz Band, 1 hr.
MUS 117	Class Piano Foundations II, 1 hr.	MUS 308	Brass Ensemble, 1 hr.
MUS 118	Class Piano Foundations III, 1 hr.	MUS 311	Guitar Ensemble, 1 hr.
MUS 124	Women's Vocal Ensemble, 1 hr.	MUS 324	Women's Vocal Ensemble, 1 hr.
MUS 125	Men's Vocal Ensemble, 1 hr.	MUS 325	Men's Vocal Ensemble, 1 hr.
MUS 216	Guitar Class, 1 hr.	TH 134	Principles of Acting, 3 hrs.
MUS 230	Voice Class for Non-majors, 1 hr.	TH 237	Beginning Directing, 3 hrs.
MUS 269	Drumming, 1 hr.	TH 243 & 243L	Intro to Set/Light Design & Lab, 3 hrs.
MUS 302	Wind Symphony, 1 hr.		

Modes of Inquiry (3 credit hours)

Students will build understanding of the human condition within its social and natural contexts.

Student Learning Outcome (SLO) 6. Students will employ scientific methodology to analyze and explain how the natural world functions and how humans interact with it.

Scientifically literate citizens possess the ability to formulate a logical hypothesis based on data, to process data, and apply and refine hypotheses. Understanding the discoveries of science and methods by which those discoveries are made also gives us perspectives into human history because advances in science and technology are at the heart of social change. Understanding the interactions that take place among physical systems, living systems, and technology will help build an appreciation for and development of problem solving skills, critical thinking skills and social consciousness.

Biology

For All Students	BIOL 121/121L	Human Biology and Lab, 3 hrs.
	BIOL 136/136L	Biological Science and Lab, 3 hrs.
	BIOL 337	Environmental Management, 3 hrs.
	BIOL 431/431L	Ethnobotany and Lab, 3 hrs.

For Science Majors	BIOL 138/138L	General Botany and Lab, 3 hrs.
	BIOL 139/139L	General Zoology and Lab, 3 hrs.
	BIOL 225	Cellular Biology, 3 hrs.

Physical Science

For All Students	CHEM 121	Fundamental Chemistry, 3 hrs.
	CHEM 140/140L	General Chemistry and Lab, 4 hrs.
	FCS 136/136L	Food Science and Lab, 3 hrs.
	GEOS 130	Earth Science, 3 hrs.
	GEOS 137	Environmental Geology, 3 hrs.
	GEOS 230	Natural Hazards & Disasters, 3 hrs.
	PHYS 135	Physical Science, 3 hrs.
	PHYS 151/151L	College Physics I and Lab, 5 hrs.
	PHYS 330	Phys Sci for the Elem & Middle Grades Teach, 3 hrs.
	PHYS 333/333L	Astronomy and Lab, 3 hrs.
PHYS 334	Meteorology, 3 hrs.	

For Science Majors	CHEM 131/131L	College Chemistry I and Lab, 4 hrs.
	GEOS 231/231L	Physical Geology and Lab, 4 hrs.
	GEOS 234/234L	History of the Earth System and Lab, 4 hrs.
	PHYS 241/241L	University Physics and Lab, 5 hrs.

Student Learning Outcome (SLO) 7. Students will examine the human condition by exploring cultural and aesthetic achievements illustrated in at least one of the disciplines in the humanities: visual and performing arts, literature, history, philosophy, or religion.

The humanities focus on the study of value in human life. They explore the way that human beings create and share meaning as individuals, communities, cultures, and across cultures through time. Through humanistic study, students are

expected to learn how different methods of inquiry can be used to convey perspectives on the human condition. Students will also learn to apply the humanistic perspective to values, experiences, and meanings in their own lives.

ART 239	Elements of Art, 3 hrs.	HUM 234	The Humanistic Tradition III, 3 hrs.
B A 431	Professional Ethics, 3 hrs.	HUM 235	The Humanistic Tradition IV, 3 hrs.
ENG 233	Elements of Literature, 3 hrs.	HUM 301	Beat Culture: Film, Phil., Lit. 3hrs.
ENG 340	Contemporary Literature, 3 hrs.	HUM 302	Film & Philosophy, 3 hrs.
ENG 341	Literature of the Great Plains, 3 hrs.	HUM 303	Modernism & Manifestos, 3 hrs.
ENG 342	Literature Across Borders, 3 hrs.	HUM 401	Cuba Libre', 1-3 hrs.
ENG 343	Literature & Philosophy, 3 hrs.	MS 340	Museum Education, 3 hrs.
ENG 344	Literature & the Environment, 3 hrs.	MUS 235	Elements of Music, 3 hrs.
ENG 345	Gender & Literature, 3 hrs.	MUS 435	History of Jazz, 3 hrs.
ENG 435	Native American Literature, 3 hrs.	PHIL 231	Introduction to Philosophy, 3 hrs.
ENG 441	English & American Novel, 3 hrs.	PHIL 432	Ethics, 3 hrs.
HIST 171	World History to 1500, 3 hrs.	PHIL 433	Biomedical Ethics, 3 hrs.
HIST 351	Ancient West, 3 hrs.	PHIL 435	Environmental Ethics, 3 hrs.
HIST 371	Ancient East, 3 hrs.	PS 431	History of Political Thought, 3 hrs.
HUM 231	Humanistic Perspectives, 3 hrs.	TH 235	Elements of Theatre, 3 hrs.
HUM 232	The Humanistic Tradition I, 3 hrs.	TH 336	Theatre History I, 3 hrs.
HUM 233	The Humanistic Tradition II, 3 hrs.		

Student Learning Outcome (SLO) 8. Students will study human behavior and social interactions integrating knowledge, theories, methods, or historical perspectives appropriate to the social sciences.

The social sciences explore patterns of human behavior and social organization across time and space in order to better understand the human condition in all its dimensions. These dimensions include the communicative, cultural, social, economic, psychological, and political aspects of human behavior. Spatially, these dimensions are studied across groups, communities, countries, and civilizations, often identified with geographical boundaries. Temporally, these same dimensions of human activity are studied from "primitive" societies to "post-modern" ones.

HIST 151	U.S. History to 1877, 3 hrs.	HIST 366	History of Mexico, 3 hrs.
HIST 152	U.S. History since 1877, 3 hrs.	HIST 372	Modern China, 3 hrs.
HIST 172	World History Since 1500 3 hrs.	HIST 373	History of the Pacific Rim, 3 hrs.
HIST 234	Western Civilization II, 3 hrs.	HIST 374	History of the Middle East, 3 hrs.
HIST 352	Europe: Ren. to World War, 3 hrs.	HIST 375	History of Africa, 3 hrs.
HIST 353	Europe Since 1914, 3 hrs.	HIST 376	Latin American History, 3 hrs.
HIST 354	US Colonial & Early Republic, 3 hrs.	HIST 401	Cuba Libre', 1-3 hrs.
HIST 355	US in the Nineteenth Century, 3 hrs.	MATH 236	History of Mathematics, 3 hrs.
HIST 356	America in the Twentieth Century, 3 hrs.	MUS 327	Survey of Music History, 3 hrs.
HIST 361	North American West, 3 hrs.	PS 101	Intro. to Political Science, 3 hrs.
HIST 362	Nebraska History, 3 hrs.	PS 321	Politics & Govt. in Hist. Pers., 3 hrs.
HIST 363	American Indian History, 3 hrs.	PS 341	Comparative Politics, 3 hrs.
HIST 364	American Environmental History, 3 hrs.	TH 337	Theatre History II, 3 hrs
HIST 365	History of Canada, 3 hrs.		

PERSONAL AND SOCIAL RESPONSIBILITY (3 CREDIT HOURS)

Students will demonstrate individual and social responsibility through the critical examination of wellness; study of ethical principles and reasoning; application of civic knowledge; interaction with diverse cultures; and engagement with global issues.

Student Learning Outcome (SLO) 9. Students will apply theories and principles of ethics and citizenship through the study of or participation in civic affairs.

A college education prepares students for their roles as citizens. Courses meeting this outcome focus specifically on this goal. In doing so, students learn and apply different perspectives of ethical behavior, focusing on their roles as members

of various local, national, and global communities. Students also learn about civic participation and begin to participate in their responsibilities and opportunities as citizens. Ideally these outcomes are best met through experiential learning.

- CA 239 Event Planning and Leadership, 3 hrs.
 FCS 427 Worksite Wellness, 3 hrs.
 HIST 369 Subject and Citizen, 3 hrs.
 HUM 369 Philosophy and Documentary Film: the Polemics of Representation, 3 hrs.
 MSL 101/101L Leadership & Personal Development & Lab, 3 hrs.
 MUS 369 Music and Civic Engagement, 3 hrs.
 PHIL 369 Social and Personal Ethics, 3 hrs.
 PHYS 435 World Environmental Issues, 3 hrs.
 PS 369 Civic Engagement: Theory and Practice, 3 hrs.
 SOC 369 Civic Engagement: Theory and Practice, 3 hrs.

Student Learning Outcome (SLO) 10. Students will demonstrate knowledge of human diversity and interconnectedness and will analyze the implications of diversity in its various economic, cultural, social or political forms.

Humans seek well-being, self-expression and identity in multiple ways through differing customs, cultural artifacts, and practices. These patterns of behavior are identified with different forms of belonging, which are associated with various types of economic, political, cultural, and social groupings and patterns of interaction. It is important to understand the scope of diversity, and also the potential for conflict and cooperation that are inherent among and between diverse groups. Ideally these outcomes are best met through experiential learning.

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| AGRI 431 | International Food Policy, 3 hrs. | FCS 436 | Global Food Systems, 3 hrs. |
| ANTH 231 | Intro to Cultural Anthropology, 3 hrs. | HIST 370 | The Post-Colonial Condition, 3 hrs. |
| BIOL 448/448L | Ethnobotany & Lab, 3 hrs. | HUM 335 | Comparative Religion, 3 hrs. |
| CA 346 | Intercultural Communication, 3 hrs. | HUM 432 | World Mythology, 3 hrs. |
| CA 442 | Globalization, Culture and Media, 3 hrs. | LS 323 | Law and the American Society, 3 hrs. |
| CJ 446 | Cross Cultural/Justice Studies, 3 hrs. | MUS 328 | World MusCulture/Globalization, 3 hrs. |
| ECON 130 | Survey of Economics, 3 hrs. | MUS 330 | African-American Popular Music, 3 hrs. |
| EDUC 460 | Comparative Education, 3 hrs. | PS 332 | International Politics, 3 hrs. |
| ENG 300 | The Graphic Novel: Studies in Diversity and Differences, 3 hrs. | PS 424 | Global Politics & Religion, 3 hrs. |
| ENG 346 | Literature of the Bible, 3 hrs. | PS 425 | Global Power, Prosperity & Poverty, 3 hrs. |
| ENG 436 | World Literature, 3 hrs. | PHIL 235 | Classical Chinese Philosophy, 3 hrs. |
| FIN 239 | Personal Finance, 3 hrs. | PSYC 421 | Culture and Psychology, 3 hrs. |
| FIN 333 | International Fin & Economics, 3 hrs. | SOC 230 | Society: Global Comparison, 3 hrs. |
| FCS 320 | Aging and Death, 3 hrs. | SW 371 | International Social Welfare, 3 hrs. |
| FCS 335 | Families in Society, 3 hrs. | WLAN 100 | Conversational Foreign Language, 3 hrs. |

Student Learning Outcome (SLO) 11. Students will discuss current health issues and incorporate wellness practices that lead to positive personal changes in health and wellness lifestyle. (3 credit hours)

Wellness is an active process which impacts the health and well-being of individuals, communities, and nations. The interrelationships of individual health and societal consequences are immense – from obesity epidemics to job performance to health care costs. Personal responsibility in wellness involves self-assessment of lifestyle behaviors and the application of knowledge and practices leading to positive change. In these courses the six dimensions of health (physical, emotional, social, spiritual, intellectual, and occupational) provide a framework for analyzing personal wellness, and incorporating wellness choices into daily lives. Positive life choices enhance individual and social responsibility.

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| FCS 247 | Nutrition, 3 hrs. | HPER 120 | Outdoor Activity, 3 hrs. |
| FCS 417 | Lifespan Wellness, 3 hrs. | HPER 207 | Team Sport Activities, 3 hrs. |
| HPER 100, 103, 112, | (each 1 credit hour) | HPER 209 | Advanced Fitness Activities, 3 hrs. |
| HPER 107 | Individual Sport Activities, 3 hrs. | HPER 223 | Aquatic and Water Safety, 3 hrs. |
| HPER 108 | Fitness Activities, 3 hrs. | HPER 233 | Health/Wellness, 3 hrs. |
| HPER 111 | Social Dance, 3 hrs. | MSL 109 | Military Fitness, 3 hrs. |

CAPSTONE INTEGRATION (6 CREDIT HOURS)

Students will integrate essential studies skills, knowledge and abilities, adapting them to new settings, questions, and responsibilities.

Student Learning Outcome (SLO) 12. Students will produce a creative or scholarly work requiring broad knowledge, appropriate technical proficiency, information collection, interpretation, synthesis, presentation, and reflection that grows out of interdisciplinary, collaborative engagement of a specific issue or theme.

Central to the Essential Studies Program is the development of students' abilities to employ diverse skills and perspectives for engaging in critical inquiry and creative problem solving across disciplinary lines. In interdisciplinary courses, students will refine these abilities by creating a product that demonstrates collaborative investigation of an issue or theme.

- CAP 469A How to Save the Rain Forest, 6 hrs.
- CAP 469B Cuba Libre, 6 hrs.
- CAP 469C Great Plains, 6 hrs.
- CAP 469D Weight of the Nation, 6 hrs.
- CAP 469F Talking Heads, 6 hrs.
- CAP 469G Social Media and Democratization, 6 hrs.