|  |  |  |  |
| --- | --- | --- | --- |
| NAME: | Jenny Palmer | ID NO: | 0063436 |
| DEGREE: | Bachelor of Science. | CENTER: | Center for Distance Learning |
| REGISTERED AREA: | Interdisciplinary Studies | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif |
| CONCENTRATION: | Wellness Across the Lifespan | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif |
|  |  | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif |
|  |  | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif |

|  |  |  |
| --- | --- | --- |
| CONCENTRATION | GENERAL LEARNING | CREDITS |

TRANSCRIPT CREDIT

Northern Virginia Community College

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | \*    Concepts of Personal and Community Health | 3 | |  | \*    Human Biology [2F] | 3 | |  | \*    Adolescent Psychology [3F] | 3 | |  | \*    Introduction to Psychology 1 [3F] | 3 | | |  |  |  | | --- | --- | --- | |  | \*    College Success Skills 090 | 1 | |  | \*    College Composition 1 [10F] | 3 | |  | Introduction to Business | 3 | |  | Principles of Management | 3 | |  | \*    Controversial Issues in Contemporary American Culture | 3 | |  | \*    Applied Management Principles | 3 | |  | \*    Survey of World Literature 1 [7F] | 3 | |  | \*    Applied Business Mathematics [1F] | 3 | |  | \*    Macroeconomics [3F] | 3 | |  | \*    Fundamentals of Design [8F] | 3 | |  | Accounting 1 | 3 | |

SUNY/Cayuga County Community College

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | |  | | |  |  |  | | --- | --- | --- | |  | \*    Freshman English 1 [10F] | 3 | |  | Foundations of Computer Science | 3 | |  | Application Software | 3 | |

SUNY/Canton

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | \*    Basic Nutrition [2F] | 3 | |  | \*    Happiness, Health, and Wellbeing | 3 | |  | \*    Child Development | 3 | | |  |  |  | | --- | --- | --- | |  | \*    Expository Writing | 3 | |  | Web Page Development | 3 | |  | Computer Concepts and Operating Systems | 3 | |

|  |  |
| --- | --- |
| TOTAL TRANSCRIPT CREDIT | 70 |

CREDIT BY EVALUATION

Volunteer Experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | Coaching and Motivation | 4 | | |  | | --- | |  | |

|  |  |
| --- | --- |
| TOTAL CREDIT BY EVALUATION | 4 |
| TOTAL ADVANCED STANDING | 74 |

EMPIRE STATE COLLEGE

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | \* + 283254\* Aging and Society [3F] | 4 | |  | \* + 253184\* Chemical Addiction: Theories and Practices | 4 | |  | \* + 284434\* Families: A Global Perspective [6F] | 4 | |  | \* + 254044\* Grief and Loss | 4 | |  | \* + 283164\* Health, Illness and Society | 4 | |  | + 253204 Group Work Practices | 4 | |  | \* + 283224\* Human Exceptionalities | 4 | |  | + 253504\* Family Intervention | 4 | |  | \*    222114 The Pursuit of Happiness in American History [4F] | 4 | |  | \* + 264864\* Psycho-Social Impacts of Mass Disasters [3F] | 4 | |  | \* + 284174\* Health Psychology | 4 | |  | \*    Health and Wellness Across the Lifespan | 4 | | |  |  |  | | --- | --- | --- | |  | \*    232092 Planning and Finalizing the Degree: Introductory | 2 | |  | \* + 283424\* Survey of Social Science Research Methods [3F] | 4 | |

|  |  |
| --- | --- |
| TOTAL EMPIRE STATE COLLEGE CREDIT | 54 |
| DEGREE PROGRAM TOTAL | 128 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| https://empire1.esc.edu/icons/ecblank.gif | **Degree**  **Program** | **Conc.** | https://empire1.esc.edu/icons/ecblank.gif | **Requirements** |
| https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif |
| **Total Credits** | 128 | 73 | https://empire1.esc.edu/icons/ecblank.gif | OK |
| **ESC Studies** | 54 | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | OK |
| **Advanced Level (+)** | 44 | 40 | https://empire1.esc.edu/icons/ecblank.gif | The DP must include at least 45 credits of advanced level study. |
| **Liberal Studies (\*)** | 95 | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | OK |
| **Advanced Standing** | 74 | https://empire1.esc.edu/icons/ecblank.gif | https://empire1.esc.edu/icons/ecblank.gif | OK |

Student: Jenny Palmer

Mentor: Kiri MacMillan

Degree: Bachelor of Science

Concentration: Wellness Across the Lifespan

**Rationale Essay**

**Introduction**

Getting an education has been a dream of mine for a long time. I started in college right after high school, thinking that I was going to get a degree in business. I had worked in business offices during the summers while I was in high school, and I thought that getting a degree in business would ensure my employment. About ¾ of the way through my degree, life intervened. I got married and moved to New York State from Virginia, and put my degree on hold in order to start my new life. After the birth of my first child, I tried going back to school, this time thinking that I’d pursue a degree in information technology, but another move happened. After my second child, I re-started at SUNY Canton, with a required course and a few additional computer courses, but soon decided that a degree in information technology was not quite what I wanted to pursue any longer. I have been working as a volunteer in a program in my local homeless shelter, to help clients take the next step in their lives toward employment, physical health, and healthy relationships. I am interested in continuing this type of work in some way, after my children are in college. I also currently work in the office of the St. Lawrence County Public Health Department, and gaining knowledge of health and wellness will also help me develop a fuller understanding of the information that I deal with on a daily basis. Although I don’t need a degree for my current job of administrative assistant, having a bachelor’s degree will help me get even more involved in community education or patient services.

As I talked with my mentor about my interests, I noticed that I’ve always had a strain of interest in people, looking at the elective courses that I’ve taken in the past. I always gravitated toward courses in psychology, human development, and health, and I want to use my study time in ways that support my interests, and gain more knowledge of these fields. I might pursue a master’s degree in a field like social work or health later on, but for now I want to complete my bachelor’s degree and add to the knowledge I bring to my volunteer and paid work. I want to gain more knowledge of people, how they develop, how they respond to situations, and what factors contribute to not only their problems, but to their well-being.

So I have decided to pursue a degree in Interdisciplinary Studies, with a concentration in Wellness across the Lifespan.

**Justification for my Concentration**

The Empire State College Area of Study Guidelines for degrees in Interdisciplinary Studies state that:

“A key characteristic of concentrations within interdisciplinary studies is that they bridge two or more program areas to connect or combine the different perspectives of those areas. These combinations and linkages can be developed by:

* including studies from two or more areas that relate to a single theme or topic …
* combining different area perspectives within a single study…

Most interdisciplinary concentrations include both types of study.”

My degree includes studies from multiple areas around the theme of wellness across the lifespan. I’m including courses that cover the lifespan development: Child Development, Adolescent Development, Aging & Society, Grief and Loss.

I’m including courses from the social sciences: Introduction to Psychology, Family & Society, Survey of Social Science Research Methods.

I’m including courses from Community and Human Services: Group Work Practices, Chemical Addiction: Theories and Practices, Psycho-Social Impacts of Mass Disasters.

I’m including courses from the natural sciences: Human Biology, Basic Nutrition.

I’m including a course that gives a humanities/religious perspective: Spirituality and Wellness.

And I’m including courses that combine different perspectives in a single study: Concepts of Personal and Community Health; Happiness, Health, and Wellbeing; Health, Illness, and Society.

The guidelines also state that there needs to be “one study that explicitly integrates the key component parts,” and that there needs to be “progression,” or some strands of related courses that move deeper into certain fields. I have strands of coursework such as Concepts of Personal and Community Health (lower-level taken at Northern Virginia Community College) and Health, Illness, and Society (upper-level taken at ESC). My introductory work in psychology led to deeper, more advanced work in a course like Human Exceptionalities. My introductory human development courses led me to be able to do more advanced work in courses like Aging & Society and Grief & Loss.

All of my courses are integrated around the concept of wellness across the lifespan. Wellness is made up of physical, social, emotional, and psychological aspects. To understand wellness, you also need to understand “unwellness,” or things that hinder wellness. So I have included courses in Chemical Addiction, Family Intervention, Grief and Loss, and Mass Disasters. And one course that combines all of these concepts is the independent study, Health and Wellness Across the Lifespan.

I feel that I have developed a concentration that fulfills the Empire State College Area of Study Guidelines. I have also looked at some other colleges that offer similar degrees, although there are not too many that are exactly similar. Chadron State College, in Nevada, does a Lifespan Wellness concentration, under the heading of Family & Consumer Sciences. They require courses in the family, human development, natural sciences related to the human body, nutrition, personal health & wellness, psychology of addiction, and additional courses in food science and athletics. Again, my concentration and my goals are not exactly similar to what Chadron State College offers. But the existence of this type of concentration shows that there are other academic degrees in this field.

I have consulted with administrators at work and at the location where I volunteer, to get their feedback on my choice of courses and degree. They told me that just having a bachelor’s degree will help me be eligible for other jobs, both at work and where I volunteer, which could lead to a paid job if I have a bachelor’s degree. I am happy to progress on this route, as I will be studying courses that I know I’m interested in and that will give me fuller perspective on my current work, and that may help me move into a master’s degree, if I decide to do that in years to come.

**Degree Planning Requirement**

Because I am interested in wellness, and happiness is part of wellness, I have elected to take The Pursuit of Happiness in American History as part of my educational planning. This course, along with Planning and Finalizing the Degree, make up over the 4 credits that are required in this area.

**General Education**

I have also fulfilled all of the SUNY General Education requirements. Students need to have at least 30 credits in seven of ten areas; I have 50 credits of general education in eight areas. I have the following courses for general education:

1. Natural Science – Human Biology and Basic Nutrition
2. Social Science – Introduction to Psychology and many more courses
3. Other World Civilizations – Families: A Global Perspective
4. Humanities – Survey of World Literature
5. American History – The Pursuit of Happiness in American History
6. The Arts – Fundamentals of Design
7. Basic Communication – College Composition I

I am asking to use the Applied Business Mathematics course to full the last general education requirement. Although the situations were business ones, I had to “apply mathematical operations” that required algebra.

I have developed a degree program that fulfills requirements and that I will be very excited to complete.

Note for assessment committee: the NOVA course description

[BUS 125 - Applied Business Mathematics](http://courses.vccs.edu/colleges/nova/courses/BUS125-AppliedBusinessMathematics)

Applies mathematical operations to business process and problems such as wages and payroll, sales and property taxes, checkbook records and bank reconciliation, depreciation, overhead, distribution of profit and loss in partnerships, distribution of corporate dividends, commercial discounts, markup, markdown, simple interest, present values, bank discount notes, multiple payment plans, compound interest annuities, sinking funds, and amortization.

Lecture 3 hours per week.

3 credits