

# Perspectives Courses

Enroll in a Perspectives Course (PERS 1506 or PERS 1507). These are special topics courses, designed to provide you with an experience in evidence-based problem solving and to introduce you to campus resources for academic success.

- Satisfy a General Education requirement for Area B.
- Learn about an engaging topic that interest you.
- Participate in creative learning opportunities.
- Engage in real-world problem-solving experiences.

## Courses by Term

### Fall 2024 Classes

Heading	Content
PERS 1506 Courses	<p><b>Be the Change</b></p> <p><b>Real-World Task</b></p> <p>The course is designed to help students learn how we engage the bystander intervention both on and off campus.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Using the QEP real-world problem-solving skills model, students will explore the history, theory, and practice of bystander intervention.</li> <li>2. Implementing the University of Arizona’s CATS “StepUp!” bystander intervention program to set the foundation for the course activities.</li> <li>3. Researching what causes individuals to refrain from intervening and applying that research to current practices and experiences that students are exposed to.</li> <li>4. Creating scenario strategies to enhance the StepUp! Curriculum and presenting to designated groups on campus.</li> </ol> <hr/> <p><b>Fighting the Freshman 15</b></p> <p><b>Real-World Task</b></p> <p>Within the classroom, students will learn the basics of nutrition (caloric intake) and exercise (i.e., energy expenditure, types of exercise).</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Learning the basic anthropometric measurements (BMI, waist to hip ratio, and other body</li> </ol>

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	<p>composition measurements) and how to utilize these for their health.</p> <ol style="list-style-type: none"> <li>2. Learning how to calculate their caloric intake by keeping a diet diary and compare their diets compared to nationally recommended standards.</li> <li>3. Learning the basics of public health communication and outreach and will brainstorm ideas of how to encourage college freshman to maintain a healthy lifestyle.</li> <li>4. Explaining the wellness benefits of physical activity and exercise.</li> </ol> <hr/> <p><b>Happiness in Life with Mr. Rogers</b></p> <p><b>Real-World Task</b></p> <p>The course is designed to identify tools that you can use to increase your happiness and create more empathy toward others in society.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Examining the manner in which family processes, romantic relationships, peers and community factors influence emotional and physical health.</li> <li>2. Implementing self-reflection and the use of psychological techniques that were used by Mr. Rogers with children that may become embedded in our daily pursuit of happiness and well-being.</li> </ol> <hr/> <p><b>Let's "sTalk" About It</b></p> <p><b>Real-World Task</b></p> <p>How can we foster a safe and secure campus by limiting our exposure to stalking?</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Exploring the context, identify behaviors, research the prevalence, and identify resources of stalking.</li> <li>2. Using the Stalking Prevention, Awareness, and Resource Center's Know It, Name It, Stop It stalking prevention program to create an awareness and prevention education campaign that will foster a more safe and secure campus. Students will utilize their learned knowledge to discover, design, and deliver to enhance student involvement.</li> </ol>

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	<p><b>Managing Money</b></p> <p><b>Real-World Task</b></p> <p>The course is designed to help students learn the importance of budgeting, saving, and investing to meet financial goals.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Identifying campus resources and online to help with financial literacy and budgeting.</li> <li>2. Formulating a monthly student budget.</li> <li>3. Developing a plan to save.</li> <li>4. Recognizing the impact of credit card debt</li> <li>5. Recognizing the negative consequences of overspending on indebtedness.</li> </ol>
<p>PERS 1507 Courses</p>	<p><b><i>This I Believe</i></b></p> <p><b>Real-World Task</b></p> <p>Using the book <i>This I Believe: Their Personal Philosophies of Remarkable Men and Women</i> edited by Jay Allison and Dan Gediman, this course will help students explore their values, beliefs and own personal philosophies while reading and learning from essays from many experienced leaders and remarkable people. This course will also help students learn to and become comfortable and confident in sharing and articulating what they “believe” and appreciating others’ experiences, values, and beliefs.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Writing essays and speeches exploring beliefs and philosophies.</li> <li>2. Keeping a journal in which promotes will be explored about one’s beliefs.</li> <li>3. Evaluating personality types using various types of tools and assessments to determine personality, leadership, communication, and learning styles.</li> </ol> <hr/> <p><b>Guiding Principles for the Adult Learner’s Path</b></p> <p><b>Real-World Task</b></p> <p>This course will help students practice critical reflection and transformative learning processes as they learn to solve problems instrumentally while participating in communicative learning experiences.</p> <p>The <b>principal activities</b> for this class include:</p>

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	<ol style="list-style-type: none"> <li>1. Practicing adult learner processes through becoming aware and critical of assumptions.</li> <li>2. Receiving practice in recognizing frames of reference in learning.</li> <li>3. Using creativity and logic to define and solve problems.</li> <li>4. Considering research using multiple frames; and using discourse in the learning process.</li> </ol> <hr/> <p><b>Leading Better conversations on Health, Fitness, and Media</b></p> <p><b>Real-World Task</b></p> <p>This class is designed to address the following question:</p> <div style="border-left: 1px solid gray; padding-left: 10px; margin-left: 40px;"> <p><i>How can we support more realistic and productive expectations about health and fitness and practice more sustainable approaches to working toward them?</i></p> </div> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Learning how to identify reliable information about health and fitness and differentiate it from pseudo information and advertising.</li> <li>2. Learning how to evaluate and address personal misconceptions, unscientific beliefs, or harmful associations about fitness, body image, and health.</li> <li>3. Learning how we can understand and communicate the complex interactions of health, fitness, mental well-being, community support, access to health care, and so on.</li> </ol> <hr/> <p><b>Let's Get PsychED!</b></p> <p><b>The focus of this course is to engage the following essential question:</b></p> <p>How do understand myself and how does introspection and self-inquiry help me understand others and improve my community and personal success?</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Learning how the history, big ideas and important figures of Psychology can transform personal and professional growth.</li> <li>2. Developing self-knowledge to empower the knowledge of others and enhance servant leadership.</li> </ol>

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	<p>3. Creating an e-portfolio of personal success.</p> <hr/> <p><b>Focus Area: Health Professions</b></p> <p><b>Real-World Task</b></p> <p>The focus of this course is to obtain an appreciation for various healthcare careers.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Researching a healthcare profession.</li> <li>2. Engaging in mini roundtables by various healthcare teams.</li> <li>3. Reviewing resources pertaining to key aspects of healthcare professions.</li> </ol> <hr/> <p><b>Social Media Savvy: Think Before You Like</b></p> <p><b>Real-World Task</b></p> <p>The course will examine popular social media through a critical lens so that they are no longer being passive participants in their digital media experience.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Dissecting preferred media using cultural semiotics, current events, personal bias, and regional experience.</li> <li>2. Participating and interacting with CSU's online presence and examining one's place in this community and beyond.</li> <li>3. Learning to use Galileo to locate credible, academic articles to verify information online.</li> </ol> <hr/> <p><b>Connecting Career Development and the College Path</b></p> <p><b>Real-World Task</b></p> <p>The course will help students explore the vital, yet often overlooked connection between students' plan of study and personal career development. This course will expose students to the importance of skills development to address the increasing skills gap identified by today's employers by helping students develop self-awareness of essential hard and soft skills for both academic and career success.</p> <p>The <b>principal activities</b> for this class include:</p>

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	<ol style="list-style-type: none"> <li>1. Developing of personal strengths and weaknesses to address career exploration skill gaps by engaging in comprehensive personal assessment.</li> <li>2. Developing a personal brand statement and learn how to deliver an elevator pitch to market themselves to potential hiring managers.</li> <li>3. Outlining a personal resume.</li> <li>4. Building a living online resume via LinkedIn and Handshake.</li> <li>5. Conducting informational interview(s) with campus and/or community contacts within field(s) of interest.</li> <li>6. Learning critical interviewing skills through mock interviewing.</li> <li>7. Engaging in a comprehensive career research project exploring field(s) of interest and develop a four-year personal and professional development plan to guide them through their academic career and beyond.</li> </ol> <p><b>Live Music in the Digital Age</b></p> <p><b>Real-World Task</b></p> <p>The course will help students explore how a music festival could be designed to increase the awareness of Columbus's contribution to American music.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Exploring musicians and musically significant places critical to understand the history of music in Columbus.</li> <li>2. Critically listening to recordings, close reading of primary sources and consultation of archival materials.</li> <li>3. Evaluating sources to determine credibility.</li> </ol> <hr/> <p><b>Designing Your Career</b></p> <p><b>Real-World Task</b></p> <p>The course will help students examine the challenges and obstacles that show up during college to identify strategies to create plans to thrive academically, socially, and personally.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Conducting research on the value and cost of higher education.</li> </ol>

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	<p>2. Identifying strategies, values and interests that inform their decision-making processes in order to situate the research in a personal context to define what "success in college" means for each student.</p> <p>3. Designing possible pathways and milestones of their college experiences</p> <p>4. Identifying obstacles that may arise as one pursues the paths toward success and designing multiple ways to respond to the challenges.</p> <p>5. Identifying and researching areas of interests in prototyping career interests.</p> <hr/> <p><b>Focus Area: Education</b></p> <p><b>Real-World Task</b></p> <p>The focus of this course will be on creating and sustaining a classroom that promotes learning.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Examining the art of teaching through critical reflection and experience.</li> <li>2. Engaging in and developing cooperative learning strategies.</li> <li>3. Collecting artifacts that may be used in the classroom.</li> </ol> <hr/> <p><b>That's Fake News!</b></p> <p><b>Real-World Task</b></p> <p>The course will help students examine credible information.</p> <p>The <b>principal activities</b> for this class include:</p> <ol style="list-style-type: none"> <li>1. Demonstrating the research process and coming up with a conclusion on whether one decides real world examples of media are true or false.</li> <li>2. Learning basic research skills and methods that can help to solve real-world problems, on a personal and academic level.</li> <li>3. Questioning the information consumed, analyzing it critically, and explaining how one concluded that the source of information they are looking at and why or why not it is viewed as a credible source.</li> </ol>

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