The Essential Studies 2012-13 and Program Changes 2012-13 Addenda (to the 2011-13 Undergraduate CSC Catalog) apply to new CSC students (freshmen and transfers with fewer than 12 earned credit hours) entering the fall 2012 semester. These students will need to obtain

- 120 earned credits to earn a CSC Degree;
- 42 earned credit hours within the new Essential Studies (ES) Program;
- 40 earned credit hours Upper Division overall to obtain a CSC degree.

[CSC Students in 2011-13 or earlier catalogs will need 125 credits to obtain a CSC degree, 47 credit hours in the General Education program, and 45 credit hours of Upper Division overall to obtain a CSC degree.]

The Essential Studies 2012-13 Addendum ONLY applies to entering freshmen and transfer students with fewer than 12 earned credit hours. [This addendum is not applicable to current students or transfer students with 12+ earned credit hours.] The Essential Studies Program replaces the General Studies program delineated in the 2011-13 Undergraduate Catalog. For further information, entering freshmen and transfer students with fewer than 12 earned credit hours should contact a START advisor or academic advisor in Crites Hall 1st floor, 308-432-6060 or start@csc.edu.
**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**

A. 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.

B. Students are required to complete three credit hours to satisfy each outcome in the Skills, Modes of Inquiry and Personal and Social Responsibility areas (2-11).

C. Student Learning Outcome 12 will be met in a team-taught 6-hour Capstone course with an interdisciplinary theme.

D. Some essential studies courses may be team-taught 6-hour interdisciplinary courses approved to address two Essential Studies Student Learning Outcomes 2-11.

E. A single 3-hour essential studies course may be approved to address a maximum of one Essential Studies Outcome.

**College Placement Tests & Score Requisites**

Students who score below 19 on the ACT English and Reading tests (or concordant tests as approved by the English & Humanities Department) must pass the Transitional Studies course(s) to enroll in any English & Humanities Department Essential Studies courses (ENG, HUM, PHIL) except for PHIL 333 Symbolic Logic.

Transfer students who do not submit transfer credit for composition must either submit ACT English & Reading scores (or concordant test scores as approved by the English & Humanities Department) or pass the Transitional Studies course(s) before enrolling in any English & Humanities Department Essential Studies courses. Placement testing is available in Crites Hall by appointment: (308) 432-6060. Consult the Advising Center in Crites Hall or the English & Humanities Department for more information.
First Year Inquiry (FYI) (6 credit hours)

1. Students will describe and 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 H Mathletics: Not for Spectators, 6 hrs.
FYI 169 I We are What We Eat, 3 hrs.
FYI 169 K A Better You through financial and physical health, 6 hrs.
FYI 169 M Improving Your Influence, 6 hrs. (fulfills COLG 191 requirement)
FYI 169 N What Virtues Define 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, Part 1, 3 hrs.
FYI 169 T Without the Arts, You’re Only Half a Brain, Part 2, 3 hrs.
FYI 169 U Study of Natural Disasters (8 weeks), 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.

Skills

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.

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. (3 credit hours)

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.
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. (3 credit hours)

“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.

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. (3 credit hours)

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.

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:

<table>
<thead>
<tr>
<th>ACT Math Score</th>
<th>Recommended Math Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>*ACFS-007M Basic Math</td>
</tr>
<tr>
<td>16-18</td>
<td>*MATH 016 Introductory or Intermediate Algebra</td>
</tr>
<tr>
<td>16-18</td>
<td>*MATH 100 Pre-college Algebra</td>
</tr>
<tr>
<td>&gt;18</td>
<td>MATH 142 College Algebra or value added</td>
</tr>
</tbody>
</table>

*Developmental course: Does not meet Essential Studies requirement.

<table>
<thead>
<tr>
<th>High School Background</th>
<th>Placement for Mathematic Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Algebra</td>
<td>MATH 133 Intro to Mathematics, 3 hrs.</td>
</tr>
<tr>
<td>1 Year Algebra</td>
<td>MATH 132 Applied Mathematics, 3 hrs. (if Elementary Education Major)</td>
</tr>
<tr>
<td></td>
<td>MATH 137 Math Topics for Elem Teachers, 3 hrs. (if Elementary Education Major)</td>
</tr>
<tr>
<td></td>
<td>MATH 232 Applied Statistics, 3 hrs.</td>
</tr>
</tbody>
</table>
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.

5. Students will practice one or more creative art forms, such as music, theater, creative writing, visual art, and the design arts. (3 credit hours)

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.
Art 227 Sculpture I, 3 hrs.
Art 228 Ceramics I, 3 hrs.
Art 229 Intro to Graphic Design, 3 hrs.
Art 321a Glass I (a glass blowing), 3 hrs.
Art 343 Digital Photography, 3 hrs.
ENG 249A Creative Writing: Non-Fiction Prose, 3 hrs.
ENG 249B Creative Writing: Fiction, 3 hrs.
ENC 249C Creative Writing: Poetry, 3 hrs.
MUS 016 Chadron State Community Chorus, 1 hr.
MUS 018 Chadron State Community Symphonic Band, 1 hr.
MUS 102 Wind Symphony, 1 hr.
MUS 103 Concert Choir, 1 hr.
MUS 104 Vocal Jazz Ensemble, 1 hr.
MUS 105 Jazz Band, 1 hr.
MUS 108 Brass Ensemble, 1 hr.
MUS 116 Class Piano Foundations I, 1 hr.
MUS 117 Class Piano Foundations II, 1 hr.
MUS 118 Class Piano Foundations III, 1 hr.
MUS 124 Women’s Vocal Ensemble, 1 hr.
MUS 125 Men’s Vocal Ensemble, 1 hr.
MUS 216 Guitar Class, 1 hr.
MUS 230 Voice Class for Non-majors, 1 hr.
MUS 269 Drumming, 1 hr.
MUS 302 Wind Symphony, 1 hr.
MUS 303 Concert Choir, 1 hr.
MUS 304 Vocal Jazz Ensemble, 1 hr.
MUS 305 Jazz Band, 1 hr.
MUS 308 Brass Ensemble, 1 hr.
MUS 324 Women’s Vocal Ensemble, 1 hr.
MUS 325 Men’s Vocal Ensemble, 1 hr.
TH 134 Principles of Acting, 3 hrs.
TH 234 Audition Techniques & Practices, 2 hrs.
TH 237 Beginning Directing, 3 hrs.
TH 243 & 243L Intro to Set/Light Design & Lab, 3 hrs.
TH 327 Fundamentals of Voice & Movement, 3 hrs.
TH 435 Special Topics in Theatre Stage Combat, 3 hrs.
TH 435 Special Topics in Theatre Scene Painting, 3 hrs.
TH 435 Special Topics in Theatre Acting for the Camera, 3 hrs.
Modes of Inquiry
Students will build understanding of the human condition within its social and natural contexts.

6. Students will employ scientific methodology to analyze and explain how the natural world functions and how humans interact with it. (3 credit hours)

   *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, social consciousness, and leadership skills.*

### Biology

**For All Students**
- BIOL 121/121L Human Biology and Lab, 3 hrs.
- BIOL 136/136L Biological Science and Lab, 3 hrs.
- BIOL 138/138L General Botany and Lab, 3 hrs.
- BIOL 331 Human Sexuality, 3 hrs.
- BIOL 337 Environmental Management, 3 hrs.
- BIOL 431/431L Ethnobotany and Lab, 3 hrs.

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

### Physical Science

**For All Students**
- CHEM 121 Fundamental Chemistry, 3 hrs.
- CHEM 140/140L General Chemistry and Lab, 4 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.

7. Students will examine the human condition through the different modes of inquiry as illustrated in the visual and performing arts, literature, philosophy, or religion. (3 credit hours)

   *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.*

<table>
<thead>
<tr>
<th>ART</th>
<th>239</th>
<th>Elements of Art, 3 hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B A</td>
<td>431</td>
<td>Professional Ethics, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>233</td>
<td>Elements of Literature, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>340</td>
<td>Contemporary Literature, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>341</td>
<td>Literature of the Great Plains, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>342</td>
<td>Literature Across Borders, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>343</td>
<td>Literature &amp; Philosophy, 3 hrs.</td>
</tr>
<tr>
<td>ENG</td>
<td>344</td>
<td>Literature &amp; the Environment, 3 hrs.</td>
</tr>
</tbody>
</table>
### 8. Students will study human behavior and social interactions integrating knowledge, theories, methods, or historical perspectives appropriate to the social sciences. (3 credit hours)

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 345</td>
<td>Gender and Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 435</td>
<td>Native American Literature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ENG 441</td>
<td>English and American Novel</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 233</td>
<td>Western Civilization I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 231</td>
<td>Humanistic Perspectives</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 232</td>
<td>The Humanistic Tradition I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 233</td>
<td>The Humanistic Tradition II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 234</td>
<td>The Humanistic Tradition III</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 235</td>
<td>The Humanistic Tradition IV</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HUM 301</td>
<td>Beat Culture: Film, Phil., Lit.</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### Personal and Social Responsibility
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.

### 9. Students will prepare for civic involvement by exploring theories and principles of ethics and citizenship and by engaging in local, national, or global civic affairs. (3 credit hours)

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 427</td>
<td>Worksite Wellness</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HIST 369</td>
<td>Subject and Citizen</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MSL 101/101L</td>
<td>Leadership &amp; Personal Development &amp; Lab</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PS 369</td>
<td>Civic Engagement: Theory and Practice</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

### 10. Students will demonstrate knowledge of human diversity and differentiate its various forms such as economic, cultural, social, or political, both locally and globally. (3 credit hours)

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.

AGRI 431  International Food Policy, 3 hrs.
ANTH 231  Intro to Cultural Anthropology, 3 hrs.
Biol 448/448L  Ethnobot. of the N. Plains & Lab, 4 hrs.
CA 346  Intercultural Communication, 3 hrs.
CA 442  Globalization, Culture and Media, 3 hrs.
CJ 446  Cross Cultural Studies/Justice Stu., 3 hr.
ECON 130  Survey of Economics, 3 hrs.
ENG 300  The Graphic Novel: Studies in Diversity and Difference, 3 hrs.
ENG 346  Literature of the Bible, 3 hrs.
ENG 436  World Literature, 3 hrs.
FIN 239  Personal Finance, 3 hrs.
FIN 333  International Finance & Economics, 3 hrs.
FCS 320  Aging and Death, 3 hrs.
FCS 335  Families in Society, 3 hrs.
FCS 436  Global Food Systems, 3 hrs.
HIST 370  The Post-Colonial Condition, 3 hrs.
HUM 335  Comparative Religion, 3 hrs.
HUM 432  World Mythology, 3 hrs.
LS 323  Law and the American Society, 3 hrs.
P S 332  International Politics, 3 hrs.
PHIL 235  Classical Chinese Philosophy, 3 hrs.
PHYS 435  World Environmental Issues, 3 hrs.
PSYC 421  Culture and Psychology, 3 hrs.
SOC 230  Society: Global Comparison, 3 hrs.
WLANG 100  Conversational Spanish, 3 hrs.

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.

FCS 247  Nutrition, 3 hrs.  HPER 120  Outdoor Activity, 3 hrs.
FCS 417  Lifespan Wellness, 3 hrs.  HPER 209  Advanced Fitness Activities, 3 hrs.
HPER 100, 103, 112, (each 1 credit hour)  HPER 207  Team Sport 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.

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.

Courses numbered 469