Program Description

Mission of Liberal Arts & Sciences
The Mission of South Central College Liberal Arts & Sciences is to broaden the awareness, knowledge, skills, attitudes, and values of students to be successful in life and work.

Philosophy of Liberal Arts & Sciences
Students: We believe that the individual learner has intrinsic worth, the ability to learn, and the need to learn. Learners are active agents in the process of developing professional and personal competence, and faculty work to help learners assume responsible roles in life. At SCC we honor diversity among students; we believe diversity is part of what contributes to a strong society and a true democracy.

Students and Faculty: We at SCC believe in the importance of continual and life-long learning among the learners and the practitioners of Liberal Arts & Sciences. Faculty members continue their intellectual and professional growth through professional advancement activities, including discipline-specific conferences and workshops.

Program: Liberal Arts & Sciences program offerings at SCC are regularly reviewed and challenged for relevance and validity. We believe that the Liberal Arts & Sciences program provides essential life skills, prepares 4-year bound students for transfer, and enhances technical education by exposing students to a broader perspective beyond their core field of study. Liberal Arts & Sciences at SCC is designed to “impart common knowledge, intellectual concepts, and attitudes that every educated person should possess” (NCA Handbook of Accreditation, Second Edition, 1997, p. 23).

Values of Liberal Arts & Sciences
• Individuality and diversity of learners
• Partnership of students and faculty in the learning community
• Life-long learning
• Continuous assessment and improvement of student learning, instructional techniques, and program services
• Integration of knowledge through collaboration with colleagues in the technical programs, colleagues at Minnesota State University, Mankato (MSU,M), and colleagues at other educational institutions
• Service to the community of SCC and the world beyond

Minnesota Transfer Curriculum (MNTC)
Most courses designated Liberal Arts & Sciences at SCC develop the competencies of the Minnesota Transfer Curriculum. The goal of the Minnesota Transfer Curriculum is to develop student competencies in ten goal areas.

A course may satisfy more than one goal area, but credit for the course may only be counted once. Liberal Arts & Sciences courses are listed with the particular Minnesota Transfer Curriculum category or categories they satisfy. Students participating in Liberal Arts & Sciences use computers, libraries, media, and appropriate technologies and information resources. Competency development is also reinforced in the technical courses and in activities such as student organization projects, community events, and service learning. Students should consult with their advisors prior to registration for Liberal Arts & Sciences courses to be sure they are in compliance with their program plan.

Students may complete the Minnesota Transfer Curriculum (MnTC) without completing an Associate of Arts degree. To accomplish this, students must complete 40 credits and satisfy each of the 10 MnTC goal areas as listed on pages 60 – 62 of this catalog.

Technical course credits do not apply to meeting the MnTC requirements. Completion of the MnTC will be noted on the transcript at the student’s request. Please contact the Student Affairs Center for more information.
Program Goals and Student Competencies

Goal Area 1: Communications
Goal: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.
Student competencies: Students will be able to
• Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
• Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
• Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
• Select appropriate communication choices for specific audiences.
• Construct logical and coherent arguments.
• Use authority, point-of-view, and individual voice and style in their writing and speaking.
• Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal Area 2: Critical Thinking
Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.
Student competencies: Students will be able to
• Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
• Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
• Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
• Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal Area 3: Natural Sciences
Goals: To improve students’ understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today’s scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.
Student competencies: Students will be able to
• Demonstrate understanding of scientific theories.
• Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students’ laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
• Communicate their experimental findings, analyses, and interpretations both orally and in writing.
• Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.
Goal Area 4: Mathematical/Logical Reasoning
Goal: To increase students’ knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota’s public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.
Student competencies: Students will be able to
• Illustrate historical and contemporary applications of mathematics/logical systems.
• Clearly express mathematical/logical ideas in writing.
• Explain what constitutes a valid mathematical/logical argument (proof).
• Apply higher-order problem-solving and/or modeling strategies.

Goal Area 5: History & the Social & Behavioral Sciences
Goal: To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.
Student competencies: Students will be able to
• Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
• Examine social institutions and processes across a range of historical periods and cultures.
• Use and critique alternative explanatory systems or theories.
• Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal Area 6: The Humanities & Fine Arts
Goal: To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.
Student competencies: Students will be able to
• Demonstrate awareness of the scope and variety of works in the arts and humanities.
• Understand those works as expressions of individual and human values within an historical and social context.
• Respond critically to works in the arts and humanities.
• Engage in the creative process or interpretive performance.
• Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 7: Human Diversity
Goal: To increase students’ understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.
Student competencies: Students will be able to
• Understand the development of and the changing meanings of group identities in the United States’ history and culture.
• Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
• Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
• Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
• Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
Goal Area 8: Global Perspective
Goal: To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
Student competencies: Students will be able to
• Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
• Demonstrate knowledge of cultural, social, religious and linguistic differences.
• Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
• Understand the role of the world citizen and the responsibility world citizens share for their common global future.

Goal Area 9: Ethical & Civic Responsibility
Goal: To develop students’ capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and other’s positions, be part of the free exchange of ideas, and function as public-minded citizens.
Student competencies: Students will be able to:
• Examine, articulate, and apply their own ethical views.
• Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
• Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
• Recognize the diversity of political motivations and interests of others.
• Identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 10: People & the Environment
Goal: To improve students’ understanding of today’s complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.
Student competencies: Students will be able to:
• Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
• Discern patterns and interrelationships of bio-physical and socio-cultural systems.
• Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
• Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions. propose and assess
• Alternative solutions to environmental problems.
• Articulate and defend the actions they would take on various environmental issues.

Basic Entrance Requirements
See the information in the Becoming a Student area of the Student Handbook at the front of this catalog regarding College Readiness for entrance into Liberal Arts & Sciences Courses.

Students earning an AAS degree must complete courses from at least 3 of the 10 goal areas of the Minnesota Transfer Curriculum. Students earning an AS degree must complete courses from at least 6 of the 10 goal areas of the Minnesota Transfer Curriculum. Students earning the AA degree must complete courses from all 10 goal areas of the Minnesota Transfer Curriculum as specified within SCC’s Liberal Arts & Sciences Associate in Arts Degree.
Degree Description
The Associate in Arts (AA) degree is awarded for successful completion of a 60 semester credit program in Liberal Arts & Sciences and is intended primarily for students who plan to transfer to another college or university to complete a bachelor's degree. Although no specific major is listed in conjunction with this degree, students may choose to concentrate in a particular field of study in preparation for a planned major or professional emphasis at a four-year college or university. An AA degree must include the entire 40-credit Minnesota Transfer Curriculum (MNTC) specified below, which, pursuant to Minnesota statute, must transfer to any institution in the Minnesota State Colleges and Universities System or to the University of Minnesota. Students are strongly encouraged to develop an educational plan with their academic advisor and the Transfer Specialist to assure that AA degree and pre-major requirements are fulfilled.

General Requirements

MINNESOTA TRANSFER CURRICULUM
Completing the Minnesota Transfer Curriculum (MnTC) requirement alone satisfies the lower division general education requirement at all Minnesota two and four-year public colleges and universities.

To complete the Minnesota Transfer Curriculum students must:

a. Complete all ten goals.
b. Complete at least 40 college-level credits from courses listed within the ten goal areas MnTC.
c. Earn a cumulative GPA of 2.0 or higher in coursework completed at South Central College.

ASSOCIATE OF ARTS DEGREE / GRADUATION REQUIREMENTS:
Complete a total of 60 semester credits numbered 100 and above (college level) as described below:

a. Complete the MnTC
b. All A.A. students must complete the FYE 100 First Year Experience course (1 credit) within the first three semesters (Fall, Spring, Summer) they attend South Central College. This course is required for all A.A. students unless the student has:
   • Completed 24 college credits at another accredited institution
   • Earned a college degree
   • Taken a First Year Experience course at another accredited college
c. Complete the Capstone course after the completion of at least 32 credits (1 credit)
d. Complete electives to meet 60 semester credits (Up to 16 credits can be from technical/career courses)
e. Complete at least one (1) credit in a health and wellness course
f. Earn a cumulative GPA of 2.0
g. Earn a GPA of 2.0 or higher in MnTC coursework.

NOTE: Credits from repeated courses count only once

Offered on Faribault and North Mankato Campus

Admission Dates: Fall, Spring and Summer Semesters
# Liberal Arts & Sciences

**A.A. Degree**

## REQUIRED COURSES

Course is required for the A.A. Degree:
- FYE100  First Year Experience  1
- CAP250  Capstone Experience  1

## GOAL 1: COMMUNICATIONS

Required:
- ENGL100  Composition  4

Select one of the following:
- COMM110  Public Speaking  3
- COMM120  Small Group Communication  3
- COMM140  Interpersonal Communication  3

It is recommended to take an additional English writing course:
- ENGL210  Creative Writing (6)  4
- ENGL240  Technical Communication  4

## GOAL 2: CRITICAL THINKING

Completion of the full 40 credit MnTC meets this requirement OR one of the following will meet this requirement:
- Complete all other goal areas of MnTC
- HUM100  Critical Thinking  3
- PHIL130  Logic (4)  4

## GOAL 3: NATURAL SCIENCES

Select two courses from a minimum of two disciplines, both courses must have a lab or lab-like experience:
- BIOL100  Introduction to Biology (lab)  4
- BIOL101  Introduction to Ecology (lab) (10)  4
- BIOL106  Introduction to Cell Biology  3
- BIOL110  Biology of Disease (lab)  4
- BIOL150  Tropical Rainforest Ecology (lab)  4
- BIOL160  Human Biology (lab)  4
- BIOL220  Human Anatomy (lab)  4
- BIOL230  Human Physiology (lab)  4
- BIOL240  Pathophysiology (lab)  3
- BIOL270  Microbiology (lab)  4
- CHEM101  The Chemistry of Everything (lab)  3
- CHEM108  Introduction to Chemistry (lab)  4
- GEOG100  Elements of Geography (10)  3
- GEOG101  Introduction To Physical Geography (10)  3
- PHYS101  Introductory Physics  3
- PHYS211  Principles in Physics (lab)  4

## GOAL 4: MATHEMATICAL/LOGICAL REASONING

Choose 1 course:
- MATH115  Concepts in Math  4
- MATH120  College Algebra  4
- MATH125  Trigonometry  3
- MATH130  Pre-Calculus  4
- MATH131  Calculus I  5
- MATH132  Calculus II  5
- MATH154  Elementary Statistics  4
- MATH233  Multivariable Calculus  5
- MATH240  Elementary Linear Algebra  4
- PHIL130  Logic (2)  4

## GOAL 5: HISTORY & THE SOCIAL & BEHAVIORAL SCIENCES

Select two courses from a minimum of two disciplines (three disciplines are recommended):
- HIST120  U.S. History I (7)  4
- HIST121  U. S. History II (7)  4
- HIST160  World History I (8)  4
- HIST161  World History II (8)  4
- HIST162  World History III (8)  4
- PSYC100  Introduction to Psychology  4
- PSYC110  Lifespan Psychology (7)  3
- PSYC140  Psychology of Positive Adjustment (9)  4
- PSYC210  Social Psychology (8)  4
- PSYC220  Health Psychology  4
- SOC101  Introduction to Sociology (8)  3
- SOC201  Marriage and Family (7)  3
- ANTH100  Introduction to Anthropology (8)  4
- ECON110  Principles of Macroeconomics (8)  3
- ECON120  Principles of Microeconomics (8)  3
- ETHN101  American Racial Minorities (9)  3
- GEOG103  Introductory Cultural Geography (7)  3
- POL110  American Government (9)  3
- SOC100  Family Personal Relations  3

## GOAL 6: THE HUMANITIES & FINE ARTS

Select two courses from a minimum of two disciplines:
- ENGL110  Introduction to Literature  4
- ENGL120  Perspectives in Lit., Film, & American Diversity (7)  4
- ENGL130  Perspectives in Lit., Film, & Global Cultures (8)  4
- ENGL140  British Literature  4
- ENGL201  Special Topics in Literature & Film:  3
- ENGL206  Children's Literature  4
- ENGL207  Native American Literature  4
- PHIL105  World Religions (8)  3
- PHIL110  Philosophy and Popular Culture  3
- PHIL205  Special Topics in Philosophy (9)  1-3
- PHIL220  Philosophy and the Just Society (9)  3
- ART100  Art Appreciation  3
- ART110  Art Structure  3
- ART120  Metal Art  3
- ART130  Painting  3
- ART140  Digital Photography  3
- ART150  Drawing I  3
- ART180  Digital Photography II  3
- ENGL210  Creative Writing (1)  4
- HUM120  Introduction to Humanities  4
- HUM150  Global Connections Travel Seminar I (8)  1
- HUM200  Introduction to Film  4
- HUM250  Global Connections Travel Seminar II (8)  1-3
- MUSC100  Music in the Global Culture (8)  3
- MUSC141  Vocal Ensemble  3
- THTR100  Introduction to Theater  3
- THTR110  Introduction to Acting  3

continued on the next page
### GOAL 7: HUMAN DIVERSITY

Choose 1 course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMM130</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL120</td>
<td>Perspectives in Lit., Film, &amp; American Diversity</td>
<td>4</td>
</tr>
<tr>
<td>GEOG103</td>
<td>Introductory Cultural Geography</td>
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<tr>
<td>HIST120</td>
<td>U.S. History I</td>
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<tr>
<td>HIST121</td>
<td>U. S. History II</td>
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<tr>
<td>HUM112</td>
<td>Native American Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>PSYC110</td>
<td>Lifespan Psychology</td>
<td>3</td>
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<tr>
<td>SOC201</td>
<td>Marriage and Family</td>
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### GOAL 8: GLOBAL PERSPECTIVE

Choose 1 course:

<table>
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<td>ANTH100</td>
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</tr>
<tr>
<td>ASL101</td>
<td>American Sign Language</td>
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<tr>
<td>COMM130</td>
<td>Intercultural Communication</td>
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<td>ECON110</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
<td>HIST160</td>
<td>World History I</td>
<td>4</td>
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<tr>
<td>HIST161</td>
<td>World History II</td>
<td>4</td>
</tr>
<tr>
<td>HIST162</td>
<td>World History III</td>
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<tr>
<td>HUM150</td>
<td>Global Connections Travel Seminar I</td>
<td>1</td>
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<tr>
<td>HUM250</td>
<td>Global Connections Travel Seminar II</td>
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<td>MUSC100</td>
<td>Music in the Global Culture</td>
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<td>PHIL105</td>
<td>World Religions</td>
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<tr>
<td>PSYC210</td>
<td>Social Psychology</td>
<td>4</td>
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<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<td>SPAN105</td>
<td>Elementary Spanish I</td>
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<tr>
<td>SPAN110</td>
<td>Elementary Spanish II</td>
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<tr>
<td>SPAN205</td>
<td>Intermediate Spanish</td>
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### GOAL 9: ETHICAL & CIVIC RESPONSIBILITY

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<th>Credits</th>
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<tbody>
<tr>
<td>ETHN101</td>
<td>American Racial Minorities</td>
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</tr>
<tr>
<td>HUM110</td>
<td>Introduction to Global Peace and Social Justice Issues</td>
<td>3</td>
</tr>
<tr>
<td>MASS110</td>
<td>Introduction To Mass Communication</td>
<td>4</td>
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<tr>
<td>POL110</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>PHIL100</td>
<td>Ethics in Society</td>
<td>3</td>
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<td>PHIL140</td>
<td>Science in Society</td>
<td>3</td>
</tr>
<tr>
<td>PHIL205</td>
<td>Special Topics in Philosophy</td>
<td>1-3</td>
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<tr>
<td>PHIL215</td>
<td>Business Ethics</td>
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<td>PHIL220</td>
<td>Philosophy and the Just Society</td>
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<tr>
<td>PSYC140</td>
<td>Psychology of Positive Adjustment</td>
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### GOAL 10: PEOPLE & THE ENVIRONMENT

Choose 1 course:

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL101</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL150</td>
<td>Tropical Rainforest Ecology (lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL150</td>
<td>Tropical Rainforest Ecology (without lab)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG100</td>
<td>Elements of Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG101</td>
<td>Introduction To Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>HUM112</td>
<td>Native American Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>PHIL210</td>
<td>Environmental Ethics</td>
<td>3</td>
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