

# SCC CLASS CATALOG

The official source and guide to Santiago Canyon College classes and student life

2020-2021

ISSUE 21

## SCC CELEBRATES 20 YEARS OF COLLEGIATE EXCELLENCE



As the second campus in the Rancho Santiago Community College District, Santiago Canyon College was originally called "Orange Campus". It wasn't until 2000 that SCC officially became an independently accredited college. While once a small campus with only two buildings on 30 acres, Santiago Canyon College has grown to hold 440,517 square feet of building space and is home to over 16,000 eager students ready to learn!

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### *Mission Statement*

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically.

We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.



**WHAT HAPPENS HERE MATTERS.**



## GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE • PLAN A • 2020–2021

### Philosophy

General Education requirements at Santiago Canyon College reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies, both unique to and shared by various disciplines. General Education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity and commitment to learning.

The subject matter of General Education courses is designed to be general, broad and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities that lead to the following outcomes for students:

#### Learn—About Self and Others, Academic and Professional Issues

- Take responsibility for one's own learning and wellbeing.
- Learn about one's chosen academic major, while creating connections across disciplines.
- Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

#### Communicate—With Clarity and Accuracy and in Diverse Environments

- Communicate ideas in a clear and articulate manner.
- Communicate accurately to diverse audiences.
- Communicate in various formats using diverse technologies.

#### Act—With Awareness of Self and the Local and Global Community of Persons

- Act to maintain one's dignity and self-respect.
- Act as a responsible community member who treats others with respect, civility, empathy, honesty, and dignity.
- Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.

#### Think—Critically, Creatively, and Reflectively

- Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses, and beliefs.
- Creatively use concepts to making learning relevant.

- Reflectively assess one's values, assumptions, and attitudes.

#### A. Natural Sciences

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. They assist in developing an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, earth sciences, general physical science, geology, physics, physical geography, physical anthropology, and other disciplines.

#### B. Social and Behavioral Sciences

Courses in the social and behavioral sciences focus on people as members of society. They assist in developing an awareness of the methods of inquiry used by the social and behavioral sciences. Critical thinking is stimulated about the ways people act and have acted in response to their societies, and appreciation is developed of how societies and social groups operate. This category includes introductory or integrative survey courses in cultural anthropology, economics, history, political science, psychology, sociology, cultural geography, and related disciplines.

#### C. Humanities

Courses in humanities study the cultural activities and artistic expressions of human beings. They assist in developing an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and in developing aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

#### D. Cultural Breadth

Courses meeting the cultural breadth requirement represent both global and national perspectives and recognize the value of systemic historical and cross-cultural examinations of race, ethnicity, gender, and global issues.

Courses meeting this requirement can be identified in two areas.

#### 1. Ethnic Studies/Gender, Sexuality, and Women's Studies.

Courses meeting the Ethnic Studies/Gender, Sexuality, and Women's studies requirement focus on the cultural perspectives of African American, Asian American, Chicano/Latino, Native American, and Gender, Sexuality, and Women in the United States. They assist students to deal constructively with issues of difficult differences and to develop respect for and become aware of the views, interactions, and contributions of these ethnic groups and women to U.S. society and culture. This category is interdisciplinary and includes introductory courses that incorporate the voices of historically excluded groups.

#### 2. International Perspective.

Courses in International Perspective include an emphasis on global perspectives in a cultural context. All courses need to address not just specific aspects of culture but also a component addressing the basic concepts of culture including how culture influences environment, behavior, structure, and function of society. These courses also include a multi-country perspective.

#### E. Language and Rationality

Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

#### F. Lifelong Understanding and Self-Development

The courses in this category are designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. In a social context, students will benefit from study about themselves and how they function at different stages of life. Instruction is intended to include consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity courses could be included, provided that they include some components of the above listed topics.