

# CHANCELLOR FOR COMMUNITY COLLEGES MEMO

**CCCM# 6004 (Revised February 1, 2002)**

SUBJECT: Academic Credentials: Degrees and Certificates

(Associate in Arts, Associate in Science, Associate in Applied Science, Associate in Technical Studies, Certificate of Achievement, Certificate of Completion, Academic Subject Certificate, Certificate of Competence, Certificate of Professional Development, Certificate of Participation)

A. REFERENCE:

1. Section 5-1a, (1) and 5-2a (2b) Board of Regents' Bylaws and Policies
2. E5.201 Executive Policy, Approval of New Academic Programs and Review of Provisional Academic Programs
3. E5.205 Academic Minors and Certificate Credentials
4. E5.209 Executive Policy, University of Hawai'i System Student Transfer and Inter-Campus Articulation
5. A Blueprint for Learning, The Associate Degree Task Force Reports of the University of Hawai'i Community Colleges, 1985-1988
6. Associate in Arts Student Degree Level Competencies, Office of the Chancellor, November 1990
7. Board of Regents minutes of December 12, 1986 (AA degree)
8. Report of the Associate in Science (AS) Degree Task Force, University of Hawai'i Community Colleges, December 5, 1994
9. Board of Regents minutes of March 22, 1996 (AS, AAS and ATS degrees)

B. PURPOSE:

This CCCM addresses the establishment and issuance of the Associate in Arts Degree (AA), Associate in Science Degree (AS), Associate in Applied Science Degree (AAS), Associate in Technical Studies (ATS), Certificate of Achievement (CA), Certificate of Completion (CC), Academic Subject Certificate (ASC), Certificate of Competence (CoC), Certificate of Professional Development (CPD), Certificate of Participation (CP)

C. DEFINITIONS:

The Community Colleges have been established for the purpose of providing:

- Two-year college transfer and general education programs;
- Two- and four-year vocational technical education programs;
- Semiprofessional, technical, vocational, and continuing education programs; and
- Such other educational programs and services as may be appropriate to such institutions.

At the present time, the Board of Regents has not authorized any four-year vocational technical education programs. Therefore, when implementing credit courses and programs to carry out these purposes, the Community Colleges have established course sequences that conform to the University of Hawai'i system numbering pattern which has been adopted as accepted practice:

1 – 99	Courses not applicable for credit towards a baccalaureate degree.
100 – 199	Initial or introductory courses applicable toward a baccalaureate degree.
200—299	Second-year courses in a sequence, or development in a field of study applicable toward a baccalaureate degree.
300—499	Third- and fourth-year courses in a sequence of courses applicable toward a baccalaureate degree, or first courses in professional curricula.
500—800	Post-baccalaureate courses.

NOTE: An upper division baccalaureate or graduate level course can not be accepted towards meeting community college degree or certificate requirements unless it is determined that the course in question is equivalent to a bonafide community college level course offered within the University of Hawaii Community College System.

Where educationally appropriate and resources permit, and within the guidelines set forth in Board of Regents and University Executive policies, established sequences of courses have been organized into degrees and certificates as follows:

1. Associate in Arts (A.A.) degree: A two-year liberal arts degree, consisting of at least 60 semester credits, which provides students with skills and competencies essential for successful completion of a baccalaureate degree, entirely at the baccalaureate level. This degree should be in conformance with the recommendations listed in the "Associate in Arts Student Degree Level Competencies", and should meet the core distribution requirements outlined in Attachment 1 of the Executive Policy on Articulation E5.209 (see Appendix 1). The issuance of an A.A. degree requires that the student must earn a GPA of 2.0 or better for all courses applicable toward the degree.
2. Associate in Science (A.S.) degree: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and

competencies for gainful employment, entirely at the baccalaureate level. The skills and competencies should be in conformance with the recommendations listed in the "Report of the Associate in Science (AS) Degree Task Force" (see Appendix 2). The issuance of an A.S. degree requires that the student must earn a GPA of 2.0 or better for all courses applicable toward the degree.

3. Associate in Applied Science (A.A.S.) degree: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree is not intended nor designed for transfer directly into a baccalaureate program. A.A.S. programs may, however, include some baccalaureate level course offerings. The skills and competencies should be in conformance with the recommendations listed in the "Report of the Associate in Science (AS) Degree Task Force" (see Appendix 2). The issuance of an A.A.S. degree requires that the student must earn a GPA of 2.0 or better for all courses applicable toward the degree.
4. Associate in Technical Studies (A.T.S.) degree: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree must be customized by using courses from two or more existing approved programs and is intended to target emerging career areas which cross traditional boundaries. This degree must have educational objectives which are clearly defined and recognized by business, industry, or employers who have needs for specialized training for a limited number of employees. This degree must have advanced approval, and cannot be requested based upon previously completed coursework. The skills and competencies should be in conformance with the recommendations listed in the "Report of the Associate in Science (AS) Degree Task Force" (see Appendix 2). The issuance of an A.T.S. degree requires that the student must earn a GPA of 2.0 or better for all courses applicable toward the degree.
5. Certificate of Achievement (C.A.): A college credential for students who have successfully completed designated medium-term technical-occupational-professional education credit course sequences which provide them with entry-level skills or job upgrading. These course sequences shall be at least 24 credit hours, but may not exceed 45 credit hours (unless external employment requirements exceed this number). The issuance of a Certificate of Achievement requires that the student must earn a GPA of 2.0 or better for all courses required in the certificate.
6. Certificate of Completion (C.C.): A college credential for students who have successfully completed designated short-term technical-occupational-professional education credit course sequences which provide them with entry-level skills, or job upgrading. These course sequences shall be at least 10 credit hours, but may not exceed 23 credit hours. The issuance of a Certificate of Completion requires that the student must earn a GPA of 2.0 or better for all courses required in the certificate.

7. Academic Subject Certificate (A.S.C.): A college credential for students who have successfully completed a specific sequence of credit courses from the A.A. curriculum. The sequence must fit within the structure of the A.A. degree, may not extend the credits required for the A.A. degree, and shall be at least 12 credit hours. The issuance of the Academic Subject Certificate requires that the student must earn a GPA of 2.0 or better for all courses required in the certificate.
8. Certificate of Competence (CoC): A college credential for students who have successfully completed designated short-term credit or non-credit courses which provide them with job upgrading or entry-level skills. The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory. Credit course sequences shall be at least 4 but less than 10 credit hours. In a credit course sequence the student must earn a GPA of 2.0 or better for all courses required in the certificate.
9. Certificate of Professional Development (C.P.D.): A college credential for students who have successfully completed designated short-term credit or non-credit courses which provide them with industry specific job upgrading or entry-level skills. The issuance of a Certificate of Professional Development requires that the students' work has been evaluated and stated competencies have been met. Credit course sequences shall be less than 4 credit hours.
10. Certificate of Participation (C.P.): A document issued to students who have participated in non-credit courses or activities which do not meet the requirements for other certificates or degrees. This certificate does not reflect academic performance and no performance evaluation is implied by its issuance.

D. AUTHORIZATION:

1. The Associate in Arts, Associate in Science, Associate in Applied Science, Associate in Technical Studies, and the Certificate of Achievement require approval by the Board of Regents.
2. The Certificate of Completion and the Academic Subject Certificate require approval by the Chancellor. However, a program whose sole credential is a Certificate of Completion requires Board of Regents' approval if it meets the definition of a new program as described in CCCM #6000 and CCCM #6001.
3. The Certificate of Competence and the Certificate of Professional Development require approval by the Provost and certify that the student's performance has been evaluated. This approval may not be delegated.
4. The Certificate of Participation is approved by the Provost, but does not certify that the student's performance has been evaluated. This approval may be delegated to a Dean/Director if appropriate.

E. RESPONSIBILITIES:

1. Associate in Arts, Associate in Science, Associate in Applied Science, Certificate of Achievement, and the Academic Subject Certificate: Chancellor and Provost follow guidelines as set forth in CCCMs #6000, #6001.
2. Associate in Technical Studies: Provost submits campus procedure and guidelines to Chancellor for approval. Following approval of campus procedures and guidelines, individual students will be allowed into an ATS program at the campus level following the approved procedures and guidelines.
3. Certificate of Completion and Academic Subject Certificate:
  - a. For a Certificate of Completion program proposal requiring Board of Regents' approval, the Chancellor and Provost follow guidelines as set forth in CCCM #6001.
  - b. For an Academic Subject Certificate, or Certificate of Completion program proposal requiring Chancellor's approval:
    - (1) Chancellor
      - Reviews program proposal to assure consistency with campus Educational Development Plan, the Mission and Functions of the UH Community Colleges, and compliance with guidelines as set forth in this Policy;
      - Returns program proposal to Provost with rationale if disapproved. Notifies the Provost and Vice President for Planning and Policy if program proposal is approved.
    - (2) Provost
      - Ensures program proposals are consistent with campus Educational Development Plan and policy guidelines;
      - Ensures that no commitment of resources, personnel, or funds is made to a proposed program until approval is granted;
      - Ensures that new hires are placed on a non-tenure track;
      - Prepares proposal using guidelines in Attachment B, and transmits to Chancellor;
      - Signs Academic Subject Certificate or Certificate of Completion when student completes prescribed course of study (Required Certificate formats shown on Exhibits I, II).

4. Certificate of Competence, Certificate of Professional Development and Certificate of Participation:

a. Responsibilities:

(1) Provost

- Establishes campus procedures and criteria;
- Signs the Certificate (Required Certificate of Competence format shown on Exhibit III, Certificate of Professional Development shown on Exhibit IV and Certificate of Participation format shown on Exhibit V).

F. ATTACHMENTS:

1. Attachment A, ATS Degree Conditions
2. Attachment B, Academic Subject Certificate and Certificate of Completion Program Proposal Guidelines
3. Exhibit I, Academic Subject Certificate Format
4. Exhibit II, Certificate of Completion Format
5. Exhibit III, Certificate of Competence Format
6. Exhibit IV, Certificate of Professional Development Format
7. Exhibit V, Certificate of Participation
8. Appendix 1, AA Task Force Report (November 1990) and excerpts from Executive Policy E5.209
9. Appendix 2, AS Task Force Report (December 1994)

G. RECISION:

CCCM #6004, November 4, 1996, Certificate of Completion and Certificate of Attendance

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Chancellor for Community Colleges

## **ATS Degree —CONDITIONS**

The purpose of the ATS degree is to provide training in areas which cross traditional program boundaries and for which there is a demonstrated employment need in the near term.

Each ATS degree is customized for an individual student and has no life of its own beyond that student. This logic applies even to cases where there may be a cohort of students at a given time following a common ATS plan.

In order to support economic development and student access to the employment market, it may be appropriate for faculty to investigate current employment market needs and to design packages of existing courses to target these needs. A spectrum of “possibilities” may facilitate student awareness and choice.

The ATS degree, however, cannot be used to circumvent the authority of the Board of Regents to approve programs. Consequently, the following conditions apply in all cases:

1. There is no ATS program, and no ATS programs may be advertised in college publications. (However, see the later items on the ATS-Opp).
2. A college’s approved ATS procedure must include steps which require a combination of a student and a curriculum package. An ATS package can only be officially approved in the context of an individual student’s plan, and exists only as long as that student is officially enrolled without a break in enrollment. A break in enrollment of one semester or longer requires the college to reaffirm that the package is still viable prior to readmitting a student back into that ATS package. If multiple students are enrolled in the same package, each ATS must be separately approved as an entity and each one exists separately as an entity.
3. There can be potential “ATS opportunity” packages (ATS-Opp) designed in advance of student request by college faculty and/or administration.
  - a. An ATS-Opp package may be a simple list of possibilities.
  - b. An ATS-Opp package may be a complete curriculum for the achievement of an ATS degree in something specific.
4. A college may institute pre-screening of an ATS-Opp package in order to facilitate student access to such a package, but no such package is official until it becomes part of a student’s approved ATS program of study. Such an “off the shelf” package may not be construed as a program for which students can merely sign-up. The message must indicate that the student’s total individual plan must be approved through the campus ATS procedure.
5. A college may advertise ATS-Opp packages in its catalogs and other publications if the employment opportunities are legitimate, the language makes it clear that they are potential opportunities for actual employment and that these are illustrative of the possibilities (but not an exclusive listing) afforded via an ATS plan.

6. All ATS-Opp packages must be regularly reviewed for currency.
7. Provosts must submit an annual report to the Chancellor identifying existing ATS student programs, their history and duration, and outcomes when completed.
8. If the activity level within a defined ATS area reaches continuing status, a college may be asked to stop new ATS proposals in this area and to submit a request for authorization to plan for a regular program with the intention of moving for Board of Regents approval for a new program.

**ACADEMIC SUBJECT CERTIFICATE AND CERTIFICATE OF COMPLETION  
PROGRAM PROPOSAL GUIDELINES**

**I. INTRODUCTION**

- A. Date of proposal
- B. Proposed name of Academic Subject Certificate or Certificate of Completion
- C. Date of proposed implementation
- D. Brief summary of proposal

**II. OBJECTIVES AND NEED FOR COURSE OR COURSE SEQUENCE**

- A. Objectives
- B. Need
- C. Duration--will this course or course sequence continue to be offered indefinitely or for a limited period of time? If the latter, for how many semesters or years do you anticipate offering this Certificate?
- D. Target group--number of students projected to enroll in and complete courses each semester or year. Is there student demand for training? Document answer. Will any special group be served?
- E. Is this Certificate, or one similar to it, offered at any other college in the system? If so, discuss the similarities and differences between the course offerings.

**III. DESCRIPTION OF COURSE OR COURSE SEQUENCE**

- A. Curriculum: Required and recommended courses. Specify total number of credit hours required to earn certificate. Provide brief description of each required course, indicating the specific competencies to be attained. Indicate courses which are not currently offered by the college.

IV. RESOURCE REQUIREMENTS (For Certificate of Completion only)

- A. Additional staff required. If no additional staff are required, indicate how existing staff will be utilized.
- B. Additional facilities or equipment required. If none required, how will existing facilities and equipment be utilized?
- C. Budget--show cost of offering the Certificate by budget categories for a five-year period (less if duration is less). Show source(s) of funds, including reallocations, giving the impact on other services or activities which will be reduced to support offering this Certificate.

**ACADEMIC SUBJECT CERTIFICATE**

University of Hawai'i Hawai'i Community College	
This is to certify that	
_____	
has satisfactorily completed ___ credit hours in	
_____	
<b>ACADEMIC SUBJECT CERTIFICATE</b>	
Hilo, Hawai'i	
_____	_____
Date	seal Provost

Paper or wallet card should include the following information:

- a. Name of College
- b. Name of Student
- c. Number of Credit hours "Satisfactorily" completed
- d. Academic Subject Certificate name
- e. Date and Signature of Provost

This certificate may display the seal of the community college, but not the University of Hawai'i seal.

**CERTIFICATE OF COMPLETION**

University of Hawai'i Honolulu Community College		
This is to certify that		
_____		
has satisfactorily completed ___ credit hours in		
_____		
<b>CERTIFICATE OF COMPLETION</b>		
Honolulu, Hawai'i		
_____	<b>seal</b>	_____
Date		Provost

Paper or wallet card should include the following information:

- a. Name of College
- b. Name of Student
- c. Number of Credit hours "Satisfactorily" completed
- d. Certificate of Completion name
- e. Date and Signature of Provost

This certificate may display the seal of the community college, but not the University of Hawai'i seal.

**CERTIFICATE OF COMPETENCE**

University of Hawai'i Kapi'olani Community College	
This is to certify that	
_____	
has satisfactorily completed	
___ credit hours in ___ course hours in	
_____	
<b>CERTIFICATE OF COMPETENCE</b>	
Honolulu, Hawai'i	
_____	_____
Date	seal Provost

Paper or wallet card should include the following information:

- a. Name of College
- b. Name of Student
- c. Number of Credit hours or Course/Contact hours "Satisfactorily" completed
- d. Certificate of Competence name
- e. Date and Signature of Provost

This certificate may display the seal of the community college, but not the University of Hawai'i seal.

**CERTIFICATE OF PROFESSIONAL DEVELOPMENT**

University of Hawai'i Kaua'i Community College	
This is to certify that	
_____	
has satisfactorily completed	
____ credit hours in ____ course hours in	
_____	
<b>CERTIFICATE OF PROFESSIONAL DEVELOPMENT</b>	
_____ Instructor	_____ Provost
_____	
Date	

Paper or wallet card should include the following information:

- a. Name of College
- b. Name of Student
- c. Number of Credit hours or Course/Contact hours "Satisfactorily" completed
- d. Certificate of Professional Development name
- e. Date and Signature of Instructor and Provost

This certificate may display the seal of the community college, but not the University of Hawai'i seal.

**CERTIFICATE OF PARTICIPATION**

University of Hawai'i Leeward Community College	
This is to certify that	
_____	
has attended ____ course hour(s) in	
_____	
<b>CERTIFICATE OF PARTICIPATION</b>	
_____	_____
Instructor	Provost
_____	
Date	

Paper or wallet card should include the following information:

- a. Name of College
- b. Name of Student
- c. Number of hours completed
- d. Certificate of Participation name
- e. Date and Signature of Instructor and Provost/Dean/Director

This certificate may display the seal of the community college, but not the University of Hawai'i seal.

This Appendix includes two items related to the AA degree:

- Part (a) AA Task Force Report: Degree Level Competencies
- Part (b) Excerpt from Executive Policy E5.209: University of Hawai'i System Student Transfer and Inter-Campus Articulation

### **Part (a) AA Task Force Report: Degree Level Competencies**

The four themes of common learning include:

- the development of cognitive skills (Thinking)
- the acquisition of communicative skills (Communicating)
- the comprehension and mastery of knowledge (Knowing)
- the application of conceptual/communicative skills and knowledge (Using).

While courses offered within each discipline may not provide all competencies, all students will be expected to have acquired these competencies upon completion of the requirements for the Associate in Arts degree.

## **THE THEMES OF COMMON LEARNING <sup>1</sup>**

The associate degree program of study focuses on common, interconnected themes of learning that are inculcated across academic disciplines. Each of the following four themes consists of a global statement followed by related academic competencies expected of associate degree graduates. The themes themselves are interconnected, reflecting the interconnected nature of learning students must experience if they are to comprehend themselves, and the society and the world in which they exist. All themes promote the development of thinking and communicating skills, the acquisition of a knowledge base, and the use of thinking, communicating and knowledge in making life decisions.

### **THEME 1. "THINKING"**

**Students should understand systems of thought which involve critical and creative modes of thinking.**

Critical thinking is a deliberative process of recognizing, analyzing, evaluating, and clarifying (of facts, concepts, ideas, materials, and experiences) which is based upon the application of prescribed

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<sup>1</sup> From *A Blueprint for Learning: the Associate Degree Task Force Reports of the University of Hawaii Community Colleges, 1985-88*. Honolulu: Office of the Chancellor, UHCC, [1988].

principles. Through a coordinated program of study, students will explore the intricate dimensions of systems of thought. Logical thinking involves utilizing deductive and inductive processes to develop reasonable conclusions from information found in diverse visual, verbal, or tactile sources.

Creative thinking entails insightfulness and intuitiveness which results in new thought patterns, imaginative forms and/or innovative solutions to problems. The college experience will assist students in the refinement and development of these thinking skills. It will provide activities that will enhance their capability to apply these skills to educational, career, and life problems.

Upon completion of their program, students should be able to exchange ideas in a critical and constructive manner using appropriate processes of problem-solving, mathematics and/or logic. They should be able to apply analytical procedures to organize information and perform academic inquiry. Their thinking repertoire will include strategies which engender the enhancement of creativity and critical analysis. Students will use systems of thinking to effectively communicate and process the knowledge of the other themes.

## **THEME 2. "COMMUNICATING"**

**Students should understand multiple forms of human communication and their uses.**

Human beings send and receive messages in many forms. It is through development of an ability to use and manipulate these forms that people unlock the knowledge of the world around them. Through a coordinated program of study, students will explore the linguistic, literary, scientific, numeric, and artistic forms of human communication.

Upon completion of their program, students should be proficient at identifying a message's inferential as well as literal meaning and should be adept at examining the communicator's point of view, tone, assumptions, and their validity. This includes understanding numeric and scientific systems of communication and artistic patterns of expression. Students should also be able to manipulate various forms of message-sending and design communication for different purposes. This requires an understanding of the different purposes and methods of communication and how to use them competently. Students will use the forms of communicating to effectively unlock the knowledge of the other themes.

## **THEME 3. "KNOWING"**

**Students should understand the elements of accumulated knowledge that bind human beings together as a civilization.**

Human perception and understanding of the world are continually changing. Students must be familiar with the knowledge bases gathered through time that are used to understand and explain our existence. Through a coordinated program of study, students will explore the accumulated knowledge of humankind and its significance in deciphering the phenomena about us. They will be

exposed to our shared sense of time, our institutions and groupings, our explanations of the nature of the universe, and our individuality. Major elements of this theme are presented below.

**Element 1. Students should understand our shared sense of time: past, present and future.**

To comprehend the significance of present-day events and to chart future directions, students must understand the history of civilization. Such exploration enables students to understand the myriad and subtle ways that heritage binds people together. Through this element, students will focus on the ideas and events that have decisively shaped history. The areas of study will illuminate the interactive roles that social, religious, political, economic, scientific, and technological forces have played in that shaping. This element will introduce students to their role in shaping the future.

Upon completion of the program, students should be able to analyze cause and effect relationships in history, place events and the evolution of institutions in a meaningful context and discuss the historical development underlying present relationships. In addition, students should be able to discern similarities and differences among the world's people and identify causes and reasons for international cooperation, competition and strife. Their studies should make them conversant in the ethical and cultural diversities and concerns which abound in our world.

**Element 2. Students should develop an understanding of their individuality, acquire sensitivity to the diverse views and beliefs of others, and understand how our institutions and values shape our lives and views of the world.**

Life involves a continuum of enculturation within personal, familial, social, political and economic systems. These external forces profoundly affect each individual; however, the individual is ultimately responsible for developing and understanding his or her unique position in society. The college experience is meant to foster exploration of diverse world values, cultures, institutions, philosophies, and beliefs, and consequently should instill in the student a desire to grow and change, to be open-minded, to respect and tolerate ideological/ethnocentric differences of others, to develop intellectual curiosity and the appreciation for lifelong learning, and to possess the necessary ethical principles and world view to fully participate as responsible, informed citizens of the State of Hawaii, the United States, and the global community.

Upon completion of their program, students should be able to demonstrate sensitivity to a diversity of views and beliefs. They should be able to identify the individual's responsibility for emotional/intellectual growth and physical/mental health. They should be able to understand the roles of institutions and culture in society. They should be able to understand the relationship between the individual and society from the familial to global level.

**Element 3. Students should understand current conceptions and explanations of the nature of the universe.**

Humans have structured systems for organizing observable phenomena. Understanding current concepts describing the nature of the universe and the place humans occupy in this universe allows students to understand themselves, their environment and culture. Through this element students will explore the content and the unifying fundamental theories of science which are used to explain the nature of the universe. Problem-solving abilities will be developed through an understanding of the nature of scientific inquiry. Students will be exposed to the achievements and limitations of science and become aware of the importance of using this information in making personal and societal decisions concerning technological applications of scientific knowledge.

Upon completion of their program, students should be able to use inquiry, questioning, experimentation and observation in problem-solving and in distinguishing scientific evidence from personal opinion. They should be able to demonstrate the acquisition of detailed specific knowledge in the sciences, including an understanding of the historical development of that knowledge, and use quantitative understanding in examining the concepts within the scientific domain. They should be able to understand the functions our species performs in the ecosphere and to understand the pervasive uses and limitations of science and technology in society as they analyze contemporary problems associated with the impact of technology on society.

**THEME 4. "USING"**

**Students should use thought, communication and knowledge to implement their life decisions and to enrich their lives.**

Using is the process through which students integrate thinking, communicating, and knowing in order to achieve their fullest potential. Students will be expected to go beyond the process of acquiring knowledge to the utilization of thought, communication, and knowledge skills in problem-solving and developing new perspectives. They will be expected to manage diverse and conflicting information which tests their assumptions and to reformulate new assumptions and conclusions as a result of their analysis. Through this theme, students will come to realize that the acquisition of knowledge alone is not sufficient, but rather the ability to utilize knowledge in thinking critically and creatively about complex problems is the most important characteristic of an educated, questioning, lifelong learner.

Upon completion of their program of study, students should be able to use developed thinking skills, enhanced communication skills and knowledge in exploring and evaluating life's choices.

## STUDENT DEGREE LEVEL COMPETENCIES

### ARTS AND HUMANITIES

The Arts and Humanities include the study of the arts, history and culture, language and literature, and values and the meaning of existence.

#### **Candidates for the Associate in Arts degree should demonstrate the ability to:**

1. Understand the humanities as a collection of disciplines that study human nature, culture, attitudes, and accomplishments in relation to the universe.
2. Recognize the commonality, interrelatedness, tensions and affirmations of human existence.
3. Examine critically and appreciate the values and attitudes of one's own culture and of other cultures.
4. Assume responsibility for one's own creations, assertions, decisions and values.
5. Listen to and communicate with others and develop tolerance for opposing viewpoints.
6. Understand and participate in intellectual and aesthetic pursuits which encourage a creative and self-fulfilling existence.
7. Foster a spirit of continuous inquiry in the pursuit of knowledge and wisdom.
8. Appreciate the ambiguities and richness of human language beyond a basic proficiency in language.
9. Recognize the uses and limitations of applying analytical skills to the resolution of human problems and dilemmas.
10. Analyze and make decisions on problems that may not have simple or singular solutions.
11. Appreciate the importance of responding appropriately to change as an essential and necessary human activity.
12. Appreciate common human bonds that encourage a sense of civic purpose and responsible citizenship.

These competencies address all four "Themes of Common Learning."

## **LANGUAGES**

The study of languages other than the student's native language fosters awareness of the cultural and linguistic diversity among the peoples of the world. Individuals who acquire skill in a second language can more readily appreciate the values and lifestyles of others. Knowledge of other languages also permits informal communication and facilitates the exchange of ideas and information in such areas as commerce, the arts, law, science, and technology.

All students should be encouraged to study another language while enrolled in a University of Hawaii community college. Students who plan to transfer to the University of Hawaii at Mānoa and other baccalaureate institutions should be informed of the graduation requirements for languages and encouraged to complete at least one year of study prior to transfer.

Candidates for the Associate in Arts degree are not expected to attain a specific minimum competency in a second language at this time. However, as recommended by the PCC common expectations should be established for students who enroll in language study within the University of Hawaii Community Colleges. These are described in Appendix IV.

## **MATHEMATICS AND LOGICAL REASONING**

In the course of their academic experiences, Associate in Arts degree students are expected to acquire an understanding of causal connections as well as the ability to manipulate symbols and apply abstract solutions to resolve tangible problems.

**Candidates for the Associate in Arts degree should demonstrate the ability to:**

1. Manipulate and use symbols within a logical system to express abstractions.
2. Choose and apply the techniques of inductive and deductive reasoning, and estimating derived from the study of mathematics (e.g., arithmetic, geometry, algebra) and logic.
3. Use the problem solving process to analyze and organize given information; translate it into symbolic form; develop a solution in symbols; and express and evaluate the solution within the framework of the original problem.
4. Undertake experimentation, take risks, and evaluate results in the context of understanding numbers and/or manipulating symbols, and solving problems.

These competencies address the four "Themes of Common Learning" and are most closely related to "Theme 1: Thinking" and "Theme 4: Using."

## **NATURAL SCIENCES**

Science attempts to create a sense of order in the universe and to provide mankind with an understanding of that order. A scientifically literate person should understand that scientific investigation involves the same creativity required for the success of art, music, literature, or business and that creativity in science must be blended with curiosity, rigorous objectivity and healthy skepticism. Such a person should also understand that science is both useful and rewarding in its own right and that technology, which has an important impact on society, grows from the pursuit of science for its own sake.

### **Candidates for the Associate in Arts degree should demonstrate the ability to:**

1. Understand basic, general scientific laws, theories and concepts from the biological and physical sciences, including:
  - a. an understanding of how and in what context they were formulated and are applied; and
  - b. an understanding of their universality (i.e., cutting across time and cultural boundaries).

These competencies address all four "Themes of Common Learning" and are most closely related to "Theme 1: Thinking," "Theme 2: Communicating," and "Theme 3: Knowing."

2. Understand the philosophy and history of science, including the concepts that:
  - a. scientists use creativity, curiosity, objectivity, and skepticism to arrive at conclusions;
  - b. the free exchange of ideas and willingness to discard concepts which are no longer valid are central to the success of the scientific enterprise;
  - c. the theories, concepts and laws arising out of scientific investigation have limitations;
  - d. the experimental results used to support theories, concepts and laws must be repeatable;
  - e. the historical context of scientific ideas is important to their understanding;
  - f. the pervasive effect of science in society results from the powerful nature of scientific inquiry.

These competencies address the four "Themes of Common Learning" and are most closely related to "Theme 2: Communicating" and "Theme 3: Knowing."

3. Understand scientific laws, theories, concepts, and data sufficiently well to:
  - a. evaluate information presented in the media;
  - b. use and apply them appropriately and understand their limitations;
  - c. determine the validity of experimental procedures;
  - d. devise experiments to test hypotheses;
  - e. interpret data and the results of experimentation;
  - f. relate cause and effect and recognize when no such relationship exists.

These competencies address the four "Themes of Common Learning" and are most closely related to "Theme 1: Thinking," "Theme 2: Communicating," and "Theme 3: Knowing."

4. Possess the knowledge and ability to use the tools of science, including:
  - a. the scientific method;
  - b. mathematics;
  - c. scientific terminology;
  - d. critical reading ability;
  - e. ability to write clearly and concisely.

These competencies address the four "Themes of Common Learning" and are most closely related to "Theme 4: Using."

Since much that is important in science involves experimentation, it is expected that the student will gain many of these competencies through direct or simulated hands-on experience in laboratory courses.

## **SOCIAL SCIENCES**

Eligibility for the Associate in Arts degree is contingent upon the completion of general education requirements. General education requirements assure that students completing the Associate in Arts degree are prepared for specific careers or transfer programs and simultaneously prepared holistically to understand the complex web of cultures which surrounds them. These requirements also allow

students to assume scientific, aesthetic, and philosophical perspectives; to reason critically and independently; to make

mature social and emotional judgments; to develop sufficient empathy and tolerance to see several sides of issues; and to communicate effectively in written, verbal, nonverbal, numerical, and aesthetic modes.

The social sciences provide a unique and indispensable contribution to this general education process.

### **Curriculum Goals**

Required involvement in a dynamic social science curriculum will insure that recipients of the Associate in Arts Degree:

1. Gain an appreciation for the role of culture and social institutions in the shaping of individual personality as well as the creation of social identities and life changes; and, conversely, for the effect of the individual upon cultures and institutions.
2. Comprehend the appropriate use of the social sciences and be able to approach human behavior and institutions from a variety of social science perspectives.
3. Develop the ability to independently gather and filter data; and then compose, refine, and discuss conclusions, solutions, and alternatives to societal issues, problems and concerns.

### **Candidates for the Associate in Arts degree should demonstrate the ability to understand:**

1. At least three of the following units of analysis: social interactions, individuals, families, organizations, communities, spatial relations (geography), economies, governments, cultures, or societies.
2. The interdisciplinary nature of the social sciences.
3. The alternative theoretical frameworks used to offer meaningful explanation of social phenomena within a discipline.
4. Social scientific methods and quantitative/qualitative data collection and analysis.
5. Diverse social issues from the perspectives of alternative analytic models employed within social science disciplines.

These competencies address the four "Themes of Common Learning" in an integrated manner. Particular emphasis is given to "Element 2" of "Theme 3: Knowing," which states "students should

develop an understanding of their individuality, acquire sensitivity to the diverse views and beliefs of others, and understand how our institutions and values shape our lives and views of the world."

### **WORLD CIVILIZATIONS**

The study of world civilizations will provide the student with an analysis of the evolutionary nature of civilizations, a sense of historical development on a global scale, and a context for the understanding of the contemporary world and the development of global awareness.

**Candidates for the Associate in Arts degree should demonstrate through writing, discussion and other means the ability to:**

1. Distinguish the characteristics of the world's major civilizations in their geographic settings.
2. Manifest a sense of historical time.
3. Describe the interactive roles that social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
4. Evaluate such historic theories as the "great person" in history or deterministic interpretations.
5. Trace the development of traditional civilizations and recognize their enduring influences.
6. Discuss the historical dimensions of contemporary world affairs and issues.
7. Describe global processes (e.g., agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.).
8. Compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
9. Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own; to define their roles as citizens of the contemporary world.
10. Express informed judgments on the behavior of peoples and their institutions.
11. Analyze cause and effect relationships in history.
12. Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

These competencies address the four "Themes of Common Learning" and are most closely related to "Theme 3: Knowing."

### **WRITTEN AND ORAL COMMUNICATION**

The following assumptions underlie the competencies in written and oral communications (reading, writing, listening, and speaking) required for an Associate in Arts degree.

1. Written and oral communication skills are not learned in a sequence of discrete units; they develop through consistent practice in using language in varied situations and in increasingly complex ways.
2. Community colleges provide varied and demanding opportunities in many disciplines for students to practice and acquire complex communication skills.
3. Community college graduates must meet the expectations and requirements of the language communities they will encounter, including both work settings and upper division college programs for baccalaureate degrees.
4. Standard English (written and spoken) is used in most work and academic settings; other dialects are effectively employed in some situations.

**Candidates for the Associate in Arts degree should demonstrate the ability to:**

1. Think clearly, critically, and inventively.
2. Question, exchange, and evaluate ideas effectively.
3. Identify a writer's or speaker's inferential as well as literal meaning.
4. Separate one's personal opinions and assumptions from a writer's or speaker's.
5. Summarize, analyze, and evaluate written works and oral presentations.
6. Gather information purposefully; formulate, develop and support ideas.
7. Shape and present information and ideas in rhetorical forms appropriate to purpose and audience, including documentation when necessary.
8. Vary style (syntax, diction, tone) for different audiences and purposes.
9. Revise, edit, and proofread for correctness, clarity, and effectiveness.

Given the nature of written and oral communications, these competencies are related to all four "Themes of Common Learning" and are most closely related to "Theme 1: Thinking" and "Theme 2: Communicating."

**Part (b) Excerpt from Executive Policy E5.209:** p. 14 of 20, Attachment 1

1. Associate in Arts Degree

1. The degree will consist of at least sixty credits of baccalaureate level courses numbered 100 and above.
2. The degree must include general education courses in the Arts and Sciences in the following areas: Written and Oral Communication; Mathematical and Logical Reasoning; World Civilization; Natural Sciences; Arts and Humanities; and Social Sciences.
3. In addition to the general education courses in the Arts and Sciences, additional degree requirements may be designated as follows:
  1. Foreign/Hawaiian language graduation requirements: Up to two years of study may be required.
  2. Writing intensive graduation requirements: up to three writing intensive courses may be required.
  3. Essential program/college requirements: up to twelve credits may be designated in advance to reflect unique curricular requirements.

The following is taken from:

**APPENDIX 1 — ASSOCIATE IN SCIENCE DEGREE COMPETENCIES FOR  
 TECHNICAL/OCCUPATIONAL/PROFESSIONAL (TECHOP) PROGRAMS**

The AS Task Force Recommended the following structure for all TechOP degrees.

<b>Competency Areas for the Associate in Science Degree in                      Technical/Occupational/Professional (TechOP) Programs</b>		
<b>Learning Foundations</b>		
<b>Basic Skills</b> Reading Writing Arithmetic Mathematics Listening Oral Communication	<b>Thinking Skills</b> Creative Thinking Decision Making Problem Solving Mental Visualization Knowing How to Learn Reasoning	<b>Personal Skills</b> Responsibility Self-Esteem Sociability Self-Management Integrity/Honesty
<b>Associate in Science Degree Requirements</b> At least 60 credit hours		
<b>TechOP Courses</b> At least 30 credit hours	<b>General Skills Courses</b> At least 6 credit hours	<b>General Ed Courses</b> At least 9 credit hours
<b>Resources</b> Identifies, organizes, plans, and allocates resources. <b>Interpersonal</b> Works with others. <b>Information</b> Acquires and uses information. <b>Systems</b> Understands complex relationships. <b>Technology</b> Works with a variety of technologies. <b>TechOP Program Competencies</b> Specific program requirements.	<b>Communication</b> Reading Writing Oral Communication and Listening Non-Verbal <b>Thinking / Reasoning</b> <b>Mathematics</b>	<b>Social Environment</b> Understands the evolving interdependent nature of societal institutions, the processes of production and consumption, and the world of work respective to their vocational program and personal life. <b>Natural Environment</b> Understands current explanations of the interdependent nature of the universe and the relationship of human beings to this universe. <b>Cultural Environment</b> Aware of and sensitive to historical events, diverse value and cultural systems, and the way personal perceptions are influenced by ethnocentrism respective to their vocational program and personal life.
<b>Associate in Science Degree Competencies</b>		
A graduate of a University of Hawai'i Community College who completes the Associate in Science Degree in a Technical/Occupational/Professional program should be able to:		
<ol style="list-style-type: none"> <li>1 employ skills and understanding in language and mathematics essential to fulfill program requirements and to prepare for employment.</li> <li>2 understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.</li> <li>3 recognize effects of technology and science on the natural and human environments.</li> <li>4 understand contemporary issues and problems and respond to the impact of current conditions.</li> <li>5 demonstrate abilities of conceptual, analytic and critical modes of thinking.</li> <li>6 develop insights into human experience and apply them to personal, occupational and social relationships.</li> <li>7 recognize relevance of career choices to life-long learning.</li> <li>8 demonstrate competence in a selected program/plan of study.</li> </ol>		

## LEARNING FOUNDATIONS COMPETENCIES

### **Basic Skills**

Student will be proficient in:

#### *Reading:*

- locate, decode, comprehend, and interpret written information;
- determine main ideas from documents;
- infer or locate meanings of unknown or technical vocabulary;
- judge accuracy, appropriateness, style, and plausibility of written material.

#### *Writing:*

- communicate feelings, thoughts, ideas, and information in writing;
- record information completely and accurately;
- create and compose documents with language, organization and format appropriate to the audience;
- revise and edit written materials.

#### *Arithmetic:*

- perform basic computations;
- use basic numerical concepts in practical situations;
- make reasonable estimates without calculator;
- use and understand tables, graphs, diagrams, charts.

#### *Mathematics:*

- approach practical problems by choosing appropriately from a variety of mathematical techniques;
- use quantitative data to construct logical explanations;
- express mathematical ideas and concepts orally and in writing;
- understand the role of chance in predicting outcomes.

#### *Listening:*

- receive, attend to, interpret, and respond to verbal messages and other cues such as body language in ways that are appropriate to the purpose.

#### *Oral Communication:*

- speak clearly;
- select an appropriate medium for conveying a message;
- organize ideas and communicate oral messages appropriate to listeners and situations;
- participate in conversation and discussions;
- use verbal and non verbal language appropriately;
- understand and respond to listener feedback;
- ask questions when needed.

## **Thinking Skills**

Student will be proficient in:

### *Creative Thinking:*

- generate and extend ideas;
- use imagination freely;
- change, reshape goals.

### *Decision Making:*

- specify goals and constraints;
- generate alternatives;
- consider risks;
- evaluate and choose best alternatives.

### *Problem Solving:*

- recognize that a problem exists;
- identify possible reasons for problem;
- devise and implement plan of action to resolve problem;
- evaluate and monitor progress of action taken;
- recognize and act on need for change;
- recognize perspectives of others in problem solving.

### *Mental Visualization:*

- see things in the mind's eye;
- synthesize and organize elements toward achieving a goal.

### *Knowing How to Learn:*

- select appropriate learning tools;
- use learning techniques to apply and adapt existing and new knowledge and skills.

### *Reasoning:*

- discover and apply a rule or principle underlying a relationship between two or more things.

## **Personal Skills**

Student will demonstrate:

### *Responsibility:*

- exert a high level of effort and perseverance to goal attainment;
- work with goal toward excellence;
- pay attention to details in work;
- work well despite unpleasantness of a task;
- display high level of concentration;
- display high standards of professionalism in approaching and completing tasks.

*Self Esteem:*

- believe in own self worth;
- maintain positive view of self;
- demonstrate knowledge of own skills and abilities;
- be aware of one's impression on others;
- know own emotional capacity and how to handle it.

*Sociability:*

- demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings;
- assert self in familiar and unfamiliar social situations;
- relate well to others;
- respond appropriately in group, social situations;
- take interest in what others say or do;
- work as a member of a team;
- work as an individual.

*Self Management:*

- assess one's needs accurately;
- set realistic, meaningful goals;
- monitor progress toward goals set;
- respond to feedback unemotionally and without defensiveness;
- balance individual and group needs;
- develop self motivation skills.

*Integrity/Honesty:*

- recognize when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values;
- understand the effects upon oneself and others of violating codes of organizations;
- understand and apply ethics.

## ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS COMPETENCIES

### TECHNICAL/OCCUPATIONAL/PROFESSIONAL COMPETENCIES

#### **Resources**

Student will be able to:

##### *Manage Time:*

- select and rank relevant, goal-related activities;
- allocate time to activities;
- follow and prepare schedules.

##### *Manage Money:*

- prepare and use budgets, make projections, keep records, and make adjustments to meet objectives, as appropriate to the program of study.

##### *Manage Material and Facility Resources:*

- acquire, store, and distribute materials appropriately.

##### *Manage Human Resources:*

- assess knowledge and skills;
- distribute work appropriately;
- evaluate human potential and performance;
- give feedback.

#### **Interpersonal**

Student will be able to:

##### *Participate as a Member of a Team:*

- work cooperatively with others and contribute to group efforts.

##### *Teach Others:*

- assist others in learning needed skills and knowledge.

##### *Serve Clients/Customers:*

- work and communicate with customers and clients to satisfy expectations.

##### *Exercise Leadership:*

- communicate thoughts, feelings, and ideas to justify a position;
- encourage, persuade, convince, or otherwise motivate an individual or group, including responsibly challenging existing procedures, policies, or authority.

*Negotiate to Arrive at a Decision:*

- gather information and understand range of concerns;
- work toward agreement that may involve exchanging specific resources or resolving divergent interests.

*Work with Cultural Diversity:*

- work well with people from a variety of ethnic, social, and educational backgrounds.

**Information:**

Student will be able to:

*Acquire and Evaluate Information:*

- identify a need for data, obtain or create the data, and evaluate their relevance and accuracy in problem solving.

*Organize and Maintain Information:*

- organize, process, and maintain written or computerized records and other forms of information in a systematic fashion.

*Interpret and Communicate Information:*

- select, analyze, and communicate information and results to others using oral, written, graphic, pictorial, or multimedia format.

*Use Computers to Process Information:*

- employ computers to acquire, organize, analyze, and communicate information.

**Systems:**

Student will be able to:

*Understand Systems:*

- identify a system as a regularly interacting or interdependent group of elements forming a unified whole.
- describe a collection of related elements treated as a unit when and where they interact.
- operate effectively within social, organizational, and technological systems.

*Monitor and Correct Performance:*

- distinguish trends, predict impacts, diagnose deviations, and take actions to correct performance.

*Improve and Design Systems:*

- make suggestions to modify existing systems for improvements;
- develop new or alternative systems.

**Technology:**

Student will be able to:

*Select Technology:*

-understand overall intent and choose appropriate procedures, tools or equipment, including computers and related technologies, for problem solving.

*Apply Technology to Task:*

-demonstrate the proper procedures for setting-up and operating machines, including computers and their programming systems.

*Maintain and Troubleshoot Technology:*

-prevent, identify, or solve problems in machines, computers and other technologies.

**Technical/Occupational/Professional Program Competencies**

Individual technical/occupational/professional programs are encouraged to set specific program competencies along the above categories; and to add categories, requirements, and statements if needed.

GENERAL SKILLS COMPETENCIES

**Communications**

Student will be proficient in:

*Reading:*

- identify and comprehend the main and subordinate ideas in a written work and summarize the ideas in one's own words;
- identify and comprehend courses of action of written instructions;
- recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
- separate one's personal opinions and assumptions from a writer's;
- use appropriate reference materials.

*Writing:*

- communicate ideas about a topic for the purpose of writing;
- conceive ideas about a topic for the purpose of writing;
- organize, select, develop, and relate ideas in coherent outline and paragraph structure;
- gather, analyze and summarize information from selected sources and report this information in appropriate formats;

*Oral Communication and Listening:*

- engage critically and constructively in the exchange of ideas;
- answer and ask questions coherently and concisely, and follow verbal instructions;

- identify and comprehend the main and subordinate ideas in verbal presentations, and report accurately what was said;
- conceive, develop and effectively express ideas appropriate to the nature of the audience.

*Non Verbal:*

- exhibit and respond appropriately to non-verbal communication.

**Thinking / Reasoning**

Student will be able to:

- identify and formulate problems, as well as the ability to propose and evaluate ways to solve them;
- use inductive and deductive reasoning and discern fallacies in reasoning;
- draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs, and to defend one's conclusions rationally;
- distinguish between fact and opinion;
- perform academic inquiry, which includes the ability to identify the issues in complex problems, to collect relevant information to test all arguments, to eliminate those that rest on faulty reasoning, to organize findings, to arrive at conclusions, and to choose the appropriate form of communication;
- utilize strategies of thinking that engender the enhancement of creativity.

**Mathematics**

Student will be able to:

- use effectively and efficiently the mathematics of integers, fractions, and decimals; ratios, proportions, and percentages; roots and powers; algebra and spatial relationships;
- select and use appropriate mathematical approaches in solving problems;
- formulate, interpret, and solve word problems in mathematical terms;
- make and use estimates and approximations, and judge the reasonableness of estimates, approximations and mathematical calculations;
- apply concepts of probability and statistics;
- make and use measurements in standard and metric units.

GENERAL EDUCATION COMPETENCIES

**Social Environment:**

Students will be able to:

- understand issues involved in ethnocentrism;
- understand the issues in the formation of ethical principles;
- understand the relationships between political and economic institutions;
- understand economic cause and effect and how economic systems influence the behavior of individuals and groups;

- understand and utilize the processes involved in personal and career goal-setting and decision-making;
- understand the significance of work in our lives and how work patterns reflect values and shape the social climate of culture;
- identify, understand, and appreciate the uniqueness of oneself.

### **Natural Environment:**

Students will be able to:

- demonstrate quantitative understanding in exploring the scientific domain;
- demonstrate the acquisition of detailed specific knowledge in the sciences and an appreciation of the historical development of that knowledge;
- use inquiry, questioning, experimentation and observation in problem solving and distinguishing scientific evidence and personal opinion;
- understand the pervasive uses of science and technology in society, and their limitations;
- understand the functions our species perform in the ecosphere.

### **Cultural Environment**

Students will be able to:

- analyze cause and effect relationships in historical events and abstractions;
- understand the historical developments underlying present relationships and to discern the similarities among the world's peoples, as well as the major differences dividing them;
- understand the social and intellectual influences affecting artistic forms;
- understand the causes and reasons for international cooperation, competition, and strife;
- appreciate the attempts of others to decipher the ethical and fundamental questions of life posited throughout history;
- develop insights into the future based on historical knowledge.

## ASSOCIATE IN SCIENCE DEGREE COMPETENCIES

A graduate of a University of Hawai'i Community College who completes the Associate in Science Degree in a Technical/Occupational/Professional (TechOP) program should be able to:

1. employ skills and understanding in language and mathematics essential to fulfill program requirements and to prepare for employment.
2. understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
3. recognize effects of technology and science on the natural and human environments.
4. understand contemporary issues and problems and respond to the impact of current conditions.
5. demonstrate abilities of conceptual, analytic and critical modes of thinking.
6. develop insights into human experience and apply them to personal, occupational and social relationships.
7. recognize relevance of career choices to life-long learning.
8. demonstrate competence in a selected program/plan of study.

## **The Role of General Education in the Associate in Science Degree**

The existence of general education in the American college curriculum can be traced back to the early 19th century. The course of its popularity and acceptance as an essential part of the college curriculum is characterized by many peaks and valleys — generally as a result of new trends in the field of education or shifts in public sentiment.

General education is a concept that has always been a part of education programs at American colleges. Yet while most colleges recognize a need for general education, there is a wide divergence in the philosophies of general education. Though substantially different, each supports the need for breadth in general education.

The earliest colleges offered a broad classical education, but the growth of knowledge and the evolution of science and technology brought about the need for more specialized knowledge. Educational systems responded through a proliferation of highly specialized disciplines of study and through the growth of community colleges offered highly specialized vocational programs.

Historically, the biggest problem faced by faculties developing general education programs has been that of determining an acceptable and workable definition of the term. Many definitions exist, but they are either so narrow that they lack flexibility, or they are so broad that they become vague. The [task force] adopts the following definition as best suiting the community college students' needs and the vocational-technical associate degree programs:

General education is the process by which students acquire the common knowledge, skills, understandings, attitudes, and values needed to function effectively as students, workers, family members, and citizens.

General education for the community college vocational-technical associate degree students should complement their vocational-technical skills training and should allow them to develop an integrated view of knowledge, a more authentic view of life, and a more defined sense of community and social responsibility. A successful general education program enables students to develop the skills and understandings necessary to survive and succeed in an increasingly complex work-place and a fast-changing society.

Incorporated in the idea of this definition is that general education "...grounds the construct in the everyday affairs of a person: dealing with supervisors and co-workers, choosing associates, coping with family problems, and spending leisure time in socially desirable and personally satisfying ways. To be successful, a general education program not only makes explicit the skills and understanding to be attained but also relates those competencies to the external referents, to what people are doing when they have gained them" (Cohen and Brawer 318). In following, as educators we should strive to prepare our students with the professional and social skills needed for the world of work and instill in them the idea of life-long learning.

The unique role of general education courses in occupational education programs was recently explored by a Shared Vision Task Force comprised of community college presidents, deans, department chairs, and faculty. As part of their three year study, they defined and validated, through national surveys of community college faculty and administrators, as well as business and industry leaders, those general education competencies that students need in addition to the technical expertise of their respective careers.

The first round of survey findings indicated that community college faculty and administrators believe general education courses contribute to students' occupational development in the following ways. Studies in general education offer:

1. An appreciation for what is significant about human life — past, present, and projections for the future.
2. The ability to understand and empathize with others through the development of an understanding of human needs and problems.
3. An understanding, beyond proficiency in basic language skills, of the unavoidable ambiguities, vagaries, and value-laden nature of human language.
4. The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.
5. An appreciation of the variety of human purposes and values to be realized in solving problems.
6. The ability to approach and make decisions concerning problems that may not have a singular resolution.
7. An appreciation of the importance of responding appropriately to change as an essential and necessary human activity.
8. The ability to make judgments reflective of human values: ethical, aesthetic.

9. An appreciation of what human beings hold in common that encourages their sense of civic purpose and responsible citizenship.
10. An appreciation of the values of diverse cultures.

(Shared Vision Task Force of the National Council for Occupational Education and the Community College Humanities Association, 39-40)

General education, then, provides students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a family member, a worker and a citizen. General education is integrated with, but different in emphasis and approach from special training for a job or a profession. Further, general education for the vocational-technical associate degree student should not be confused with liberal education for the baccalaureate student. General education should allow a student to gain a more integrated view of knowledge, a more realistic view of life and a more defined sense of community and social responsibility. Because of the belief that knowledge leads to actions, students should be actively engaged in learning. This holistic point of view provides the student a foundation of lifelong learning in a changing world.<sup>2</sup>

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<sup>2</sup> *Curriculum Committee Report on General Education for the Associate in Science Degree.* Honolulu: Kapi`olani Community College, [1991]

## Common Questions and Answers

- **What does prior approval for the ATS mean? Can previously completed coursework be counted?**

Prior approval simply means that a student cannot appear and request the award of an ATS degree based solely upon previously completed work. The College must determine on a case-by-case basis which, if any, previously completed coursework is applicable to the degree after the student's specific ATS proposal is approved.

- **May students who are not classified as Liberal Arts be awarded the Academic Subject Certificate?**

Yes. All that is required is for a student to complete an approved ASC sequence with the appropriate grade point average for these courses.

- **May a student receive the Academic Subject Certificate without completing the AA degree?**

Yes.

- **May a student receive both the AA degree and the Academic Subject Certificate at the same time?**

Yes.

- **May Academic Subject Certificates be cross-discipline in nature or organized around a theme?**

Yes. The goal is a coherent sequence that must fit within the existing AA degree requirements as noted in the definition. Note that "generic" theme approaches are not acceptable, since the ASC is not a general catch-all but a specifically defined sequence of courses.

- **Can Certificates of Completion be offered with less than 10 credits as is currently the case?**

Yes and No. Old Certificates of Completion will be "grandfathered" for a period of two years. During this time Colleges should examine their Certificates. Those that will continue to require less than 10 credits should be redesignated as Certificates of Competence, with a formal request to the Chancellor's office to terminate the Certificate of Completion. Effective Fall semester 1998 all Certificates of Completion should require at least 10 credits.

### Common Questions and Answers

- **Can a Certificate of Completion require more than 23 credits as is currently the case for some Certificates?**

Yes and No. Old Certificates of Completion will be “grandfathered” for a period of two years. During this time Colleges should examine their Certificates. Those that will continue to require more than 23 credits should be redesignated as Certificates of Achievement, with a formal request to the Chancellor’s office to terminate the Certificate of Completion and redesignation as a Certificate of Achievement (requires BOR action). Effective Fall semester 1998 all Certificates of Completion should require no more than 23 credits.

- **Are the credit limits stated for various certificates absolute or are they only guidelines?**

All new certificates must conform to these requirements. Existing certificates have a two-year grandfather period to be redesigned or redesignated.