MAUI COMMUNITY COLLEGE  AA DEGREE

As part of the mission of Maui Community College to offer affordable, high quality educational opportunities to a diverse community of lifelong learners, the college has developed a flexible and comprehensive A.A. degree. The Associate in Arts degree is a two-year liberal arts degree, consisting of at least 60 semester credits, which provides students with skills and breadth of understanding and experience fundamental for the completion of a baccalaureate degree, entirely at the baccalaureate level. Students who graduate from Maui Community College with an A.A. will have a basic educational foundation that will make it possible for them to function successfully, both as citizens and as lifelong learners. They will have skills in communication, both written and oral; in numerical and symbolic reasoning; in global/multicultural perspectives; and in basic computer functions. In addition, students will develop an appreciation of ethical principles; interpersonal skills; and an awareness of civic and social responsibilities. Respect and appreciation of cultural diversity will be fostered through an understanding of historical, global, regional, and local perspectives.

While completing their A.A. degrees, students will have the opportunity to explore areas of special interest. Courses with service learning components are available throughout the A.A. curriculum.

The Associate in Arts degree is awarded to students who complete a minimum of 60 credits as outlined below in two major categories: foundations/skills and breadth of understanding and experience. The Associate in Arts degree program, also known as the Liberal Arts Program, is designed to prepare students for transfer to a four-year college or university or to provide a degree to students desiring two years of general education beyond high school.

CATEGORY I: FOUNDATIONS/SKILLS

Foundations/skills are the base for all other courses and experiences. Therefore, students should complete introductory Foundations/skills requirements early in their collegiate studies.

English Communication (6 credits)
The goal of English Communication is to enable students to use the English language effectively and to think, read, write, speak and listen critically. Writing competency is an ongoing process to be reinforced through writing-intensive courses. Speaking and listening skills will be reinforced through opportunities for interpersonal communication, public speaking, and discussions throughout the curriculum.
Written Communication
Currently, ENG 100 is approved for Written Communication.

To satisfy the Written Communication requirement, a course will:
a) Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences;
b) Provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers;
c) Require at least 5,000 words of finished prose—equivalent to approximately 20 typewritten/printed pages;
d) Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences, teach appropriate ways to incorporate such information, acknowledge sources and provide citations; and

e) Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

Oral Communication
Courses approved for Oral Communication include 3 credits in: BUS 130 (x-listed as COM 130); COM 130 (x-listed as BUS 130), 145, 210; DRAM 221; SP 151, 251

To satisfy the Oral Communication requirement, a course will:
a) Introduce students to different forms of college-level oral communication;
b) Develop students’ skills in identifying and analyzing the audience and purpose of various types of oral communication;
c) Require students to gather, evaluate, select, and organize information for oral communication;
d) Provide students with guided practice in using language, techniques, and strategies appropriate to the audience and occasions of oral communications;
e) Provide students with guided practice in speaking clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion;
f) Develop students’ skills in summarizing, analyzing, and evaluating oral communications; and

g) Provide students with practice using competent oral expressions to ask coherent questions and to initiate and sustain discussions.

Computer/Information Processing and Retrieval (3 credits)
The goal of Computer/Information Processing and Retrieval is to ensure that students who complete an A.A. degree will be able to use computers, libraries, and other appropriate technology and information resources, including, at a minimum, word processing, number and data management, and the Internet.
Courses approved for **Computer/Information Processing and Retrieval** include 3 credits in: ICS 101; BUSN 150, 151.

To satisfy the Computer/Information Processing and Retrieval requirement, a course will:

a) Introduce students to basic vocabulary and concepts of information retrieval and processing and computer technology;
b) Provide guided practice in basic operations of electronic information processing and retrieval, such as file management, word processing, and email;
c) Provide guided practice in creating, managing, organizing, and communicating information through electronic media applications, such as spreadsheets, databases, and Web authoring tools;
d) Provide guided practice in accessing and retrieving information through electronic media and in evaluating information for accuracy and authenticity; and
e) Develop students’ understanding of issues relating to the appropriate and ethical use of changing technologies.

**Symbolic Reasoning (Mathematical/Logical Reasoning) (3-6 credits)**
The goal of Mathematical/Logical Reasoning skill development is to enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply logic and mathematics to help them make decisions in their lives and careers.
The Mathematical/Logical Reasoning foundation requires demonstration of skills in two areas. To fulfill the requirement, students may take one course that is listed in both categories below (e.g. MATH 100, 135, 140), or complete one course in each category.

**Numeracy**
Courses approved for **Numeracy** include 3 credits in: CHEM 151, 161, 162; MATH 100, 111, 115, 135, 140, 205, 206, 231, 232; PHYS 151, 152, 170, 272; PSY 213.

To satisfy the Numeracy requirement, a course will:

a) Introduce students to current technology for performing numerical computation and solving problems through numerical methods.
b) Provide students with guided practice in collecting, organizing, and summarizing data to test hypotheses and make predictions.
c) Require students to graphically display and interpret information.
d) Require students to use the full diversity of real numbers from the small to the very large in their various forms (fractions, decimals, percents, scientific notation) for computation and evaluation of formulas.
Logic/Critical Thinking
Courses approved for Logic/Critical Thinking include 3 credits in: ICS 110, 111, 211; MATH 100, 135, 140, 205, 206, 231, 232; PHIL 110; PSY 214; SSCI 135.

To satisfy the Logic/Critical Thinking requirement, a course will:

a) Expose students to the beauty, power, clarity, and precision of formal systems;
b) Help students understand the concept of proof as a chain of inferences;
c) Teach students how to apply formal rules or algorithms;
d) Require students to use appropriate symbolic techniques in the context of problem solving, and in the presentation and critical evaluation of evidence;
e) Not focus solely on computational skills; and
f) Build a bridge from theory to practice and show students how to traverse this bridge.

Global and Multicultural Perspectives  (6 credits)
The goal of Global and Multicultural Perspective is to enable students to gain a sense of cultural and historical perspective by looking at the sequence and evolution of events over time and from a variety of perspectives, and developing an understanding of how the world is now, and how it may change. To satisfy the requirement, the two courses must be taken in two different categories.

Courses approved for Global and Multicultural Perspectives include:
  Group A (Before 1500 CE): HIST 151
  Group B (Since 1500 CE): HIST 152, GEOG 102
  Group C (pre-history to present): MUS 107, REL 150

To satisfy the Global and Multicultural Perspectives requirement, a course will:

a) Provide students with a large-scale analysis of human development and change over time. The two courses will together cover the whole time period;
b) Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives;
c) Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions;
d) Examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity;
e) Include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions; and
f) Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.
CATEGORY II:  BREADTH OF UNDERSTANDING AND EXPERIENCE

Human Understanding  (9 credits)
The goal of Human Understanding is to enable students to broaden their understanding of human conditions and cultures, particularly in relation to behavior, ideas, and values. Human Understanding is divided into The Individual (3 credits) and The Community (6 credits).

Courses approved for The Individual include 3 credits in: ANTH 215; BIOL 100, 151; COM 145; FAMR 231, 232, 144; FSHN 185, 285; HSER 268; HUM 100; IS 105; PHIL 100; PSY 170, 240, 251, 260; REL 150; ZOOL 141, 142

Courses approved for The Community include 6 credits (one course from a global perspective*) in: ANTH 200, 235 (x-listed as HIST 288); ART 101; COM 210, 215 (x-listed as PSY 253); DRAM 101; ECON 120, 130, 131; ENG 251, 252, 253, 254, 255, 256, 257 (all topics); FAMR 235; GEOG 102; HIST 151, 152, 241, 242, 253, 281, 282, 284, 288 (x-listed as ANTH 235); HSER 110, 111, 140, 245, 268; HUM 100; HWST 107; LING 102; MUS 106, 107, 167; PHIL 101, 102; POLS 110, 120, 180; PSY 100, 202, 250, 253 (x-listed as COM 215); REL 150, 205; SOC 100, 218, 231 (x-listed as AJ 210), 251; SPAN 272.

To satisfy the Human Understanding requirement, a course will:

a) Require students to explore various concepts of the individual in interaction with a community and of the individual’s role in the development of ideas, policies, and cultures;

b) Develop students’ understanding of artifacts, texts, processes, concepts, theories, and/or issues; and

c) Develop students’ understanding of various methods of inquiry such as reflection, data-gathering and analysis, observation, and/or argumentation.

Human Expression  (6 Credits)
The goal of Human Expression is to enable students to engage in the creative process or in interpretive performance and to practice responding critically to works in the arts and humanities and in human imagination and thought.


To satisfy the Human Expression requirement, a course will:

a) Introduce students to the terminology of these studies;
b) Develop students’ understanding of artifacts, texts, performances, concepts, forms, figures, styles, processes, theories, or issues relating to these studies; and

c) Develop students’ understanding of the qualitative, argumentative, kinetic, production and/or quantitative methods employed in the visual, performatory, or creative arts; or, develop students’ understanding of the methods of study, reflection, evidence-gathering, and argumentation that are employed in historical or philosophical studies; or, develop students’ understanding of qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural representations.

Environmental Awareness (7 Credits)
The goal of Environmental Awareness is to enable students to engage in the scientific process and to understand the natural systems in which they live.

Courses approved for Environmental Awareness include 7 credits (one course from a global perspective*, one course with a lab) in: AG 200, 250; ANTH 210, 215; ASTR 110; BIOC 241, 244; BIOL 101 (x-listed as SCI 121), 102 (x-listed as BOT 101), 103 (x-listed as ZOOL 101), 105, 171, 172, 200; BOT 101 (x-listed as BIOL 102); GEOG 101, 101L, GG 101, 103; OCN 201; PHYS 151, 152, 170, 272; SCI 121 (x-listed as BIOL 101), 122; ZOOL 101 (x-listed as BIOL 103), 200.

To satisfy the Environmental Awareness requirement, a course will:

a) Develop students’ understanding of the interactions between an individual and the natural world;

b) Develop students’ understanding of balance in natural systems;

c) Introduce students to the terminology of the natural sciences;

d) Develop students’ understanding of theories relating to the processes of scientific inquiry;

e) Develop students’ understanding of inquiry guided by observation, experimentation, analysis, and reasoning; and

f) Develop students’ understanding of the strengths and limitations of the scientific method.

Asia/Pacific Perspective (3 Credits)
The goal of Asia/Pacific Perspective is to introduce students to the diversity of views and cultures that exist in and around the Pacific Ocean region. Exposure to this regional diversity is essential to the development of citizens of the State of Hawaii.

Courses approved for Asia/Pacific Perspective include 3 credits in: ANTH 235 (x-listed as HIST 288); EALA 272, HIST 241, 242, 288 (x-listed as ANTH 235), HWST 107; JPN 101, 102, 201, 202; PHIL 202.

To satisfy the Asia/Pacific Perspective requirement, a course will:
a) Develop students’ understanding of the cultural perspectives, values, and world views of peoples indigenous to Asia or the Pacific through assignments or practice rooted in the experience of these peoples;
b) Develop students’ understanding of at least one topic that is crucial to an understanding of the histories, cultures, beliefs, or arts; or the societal, political, economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment; and
c) Foster multi-cultural respect and understanding, asking the students to do a study involving an in-depth analysis or understanding of the issues being studied.

*NOTE: In the categories of Human Understanding/Community and Environmental Awareness, global perspective means that the course works with the ideas and concepts in a global setting and looks at its evolution in the entire world, rather than just a closed or limited region.

CATEGORY III: FOCUS/SPECIALIZATION/AREA OF INTEREST

Area of Interest Requirement  (6 Credits)
The goal of this requirement is to enable students who graduate with an A.A. degree to have not only the broad perspective of themselves in the world, but also some specific in-depth knowledge in an area of their choice. Students are required to take TWO additional courses in one discipline/alpha in order to satisfy this requirement.

Electives  (8 Credits)
The eight (8) elective credits and the six (6) Area of Interest credits can be combined by students to achieve Academic Subject Certificates, Certificates of Completion and/or Certificates of Competence in areas of interest that are offered at Maui Community College. These certificates may help students in job searches and employment options.

TOTAL CREDITS  60 CREDITS  (All at 100 level or higher)

OTHER GRADUATION REQUIREMENTS:

A. Writing Intensive  2 courses designated “WI”
B. Science Lab (offered in relation to a natural science course)  1 course
C. Hawai‘i Emphasis  1 course
   Students will be required to take at least one course from the following approved list to assure some exposure to the uniqueness of Hawai‘i.
Courses approved for the Hawai‘i Emphasis requirement are: BOT 105; BIOL 105, 200; ENG 257E; GG 103; HAW 100, 101, 102, 201, 202, 221; HIST 284; HWST 107, 111, 202, 205, 213, 231, 262, 270; MUS 114H; POLS 180; REL 205; ZOOL 200.

To meet the Hawai‘i Emphasis requirement, a course will:

a) Develop students’ understanding of the cultural perspectives, values, and world views of Native Hawaiians through assignments or practica rooted in Hawaiian experiences and traditions;

b) Develop students’ understanding of at least one topic that is crucial to an understanding of the histories, cultures, beliefs, or arts of Hawai‘i; or the societal, political, economic, or technological processes of Hawai‘i; for example, the relationships of societal structures to the natural environment; and

c) Foster multi-cultural respect and understanding through in-depth analysis or understanding of the Hawaiian issues being studied.

D. Cumulative GPA of 2.0 for all A.A. courses.

Students may use a course to fulfill graduation requirements in more than one category.

Maui Community College recognizes that some students may have already attained some of the skills required in the AA. If a test has been established, it is possible to test out of the requirements in Written Communication and Computer Skills. A student who successfully tests out of classes will need to take the appropriate number of credits as electives to complete the 60 credits required of the AA degree. Students wishing to test out of the Written Communication requirement must complete the testing process before registering in courses that have English 100 as a prerequisite.

**A.A. Degree Competencies—General Education Academic Standards**

The following academic standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication, human understanding, human expression, environmental awareness and Asia/Pacific perspective represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of these academic standards.

**Critical Thinking**

Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be
able to apply critical reasoning skills to effectively address challenges and solve problems:

1. Identify and state problems, issues, arguments, and questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Formulate research questions that require descriptive and explanatory analyses.
4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
7. Synthesize information from various sources, drawing appropriate conclusions.
8. Communicate clearly and concisely the methods and results of logical reasoning.
9. Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

**Oral Communication**

Oral communication is an integral part of every content area and discipline. Students should be able to practice ethical and responsible oral communication appropriate to a variety of audiences and purposes:

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.
3. Use language, techniques, and strategies appropriate to the audience and occasion.
4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
6. Use competent oral expression to initiate and sustain discussions.

**Written Communication**

Written communication is an integral part of every content area and discipline. Students should be able to write effectively to convey ideas that meet the needs of specific audiences and purposes:

1. Use writing to discover and articulate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Gather information and document sources appropriately.
5. Express a main idea as a thesis, hypothesis, or other appropriate statement.
6. Develop a main idea clearly and concisely with appropriate content.
7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
8. Demonstrate proficiency in revision and editing.

**Information Retrieval and Technology**
Information retrieval and technology are integral parts of every content area and discipline. Students should be able to access, evaluate, and utilize information effectively, ethically, and responsibly:

1. Use print and electronic information technology ethically and responsibly.
2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
3. Recognize, identify, and define an information need.
4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
5. Create, manage, organize, and communicate information through electronic media.
6. Recognize changing technologies and make informed choices about their appropriateness and use.

**Quantitative Reasoning**
Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations:

1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Communicate clearly and concisely the methods and results of quantitative problem solving.
4. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
6. Assess the validity of statistical conclusions.