



University of Hawaii
Community Colleges

ASSOCIATE IN ARTS
STUDENT DEGREE LEVEL COMPETENCIES

Office of the Chancellor
2327 Dole Street
Honolulu, Hawaii

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FOREWORD

Since 1985, the University of Hawaii Community Colleges have been engaged in an extensive review of the associate degree. The genesis of this review was a recommendation made by the chairs of the University of Hawaii Community College Faculty Senates and the Curriculum Development Committees in 1984 to establish a task force to review and redefine the goals and objectives of the associate degree.

Subsequently, in January 1985, the first systemwide Associate Degree Task Force was convened comprised of faculty and administrators from each community college campus throughout the state. The task force distributed a discussion paper to faculty and staff on each campus in September 1985. Following informal discussions, a systemwide forum at an Excellence in Teaching Conference in February 1986, and formal hearings at each campus, the task force issued its final recommendations in August 1986.

The Associate Degree Task Force's recommendations for curriculum development included the following:

1. Minimize curricular inconsistencies among the various colleges;
2. Develop explicitly-stated common minimum student competencies for each of the categories of associate degrees (AA, AS, AAS);
3. Develop explicitly-stated common minimum student competencies for each of the career oriented associate degree programs in which appropriate courses are offered at more than one campus. ¹

In Fall 1986, the Task Forces for the Development of Degree Competencies for the Associate in Arts (AA), the Associate in Science (AS), the Associate in Applied Sciences (AAS), and Other Degree Options were convened to address the recommendations of the Associate Degree Task Force. Following another intensive review process, the task forces developed the "Themes of Common Learning," which redefined the educational goals to be achieved by students and provided the guidelines for curriculum development.

The reports of the Associate Degree Task Force and the three task forces are compiled in A Blueprint for Learning (1988).

At the recommendation of the task forces, Liberal Arts Program Coordinating Councils (PCCs) were convened in Fall 1988 to develop "degree level competencies" to support the "Themes of

¹ "The Report of the Associate Degree Task Force, August 1986." In *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], p. 7.

Common Learning." Seven PCCs were convened to represent the clusters of academic disciplines offered by the community colleges. The seven clusters included arts and humanities; languages; mathematics and logical reasoning; natural sciences; social sciences; world civilizations; and written and oral communication. Recommendations were drafted and circulated among the community college faculty and staff for discussion between October 1989 and February 1990.

The PCC recommendations incorporated the comments and suggestions made at the systemwide Excellence in Teaching Conference in February 1989 and during the campus reviews. Each PCC established the minimum degree level competencies in its discipline for the Associate in Arts degree.

The culmination of this extensive effort, this document presents the minimum competencies required to earn the Associate in Arts degree conferred by the University of Hawaii Community Colleges. The competencies are based on the four "Themes of Common Learning" developed by the task forces on degree competencies. The task forces report is included in the present report. In general, the four themes 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 ²

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 (Figure 1, page 5).

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 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.

² 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].

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.

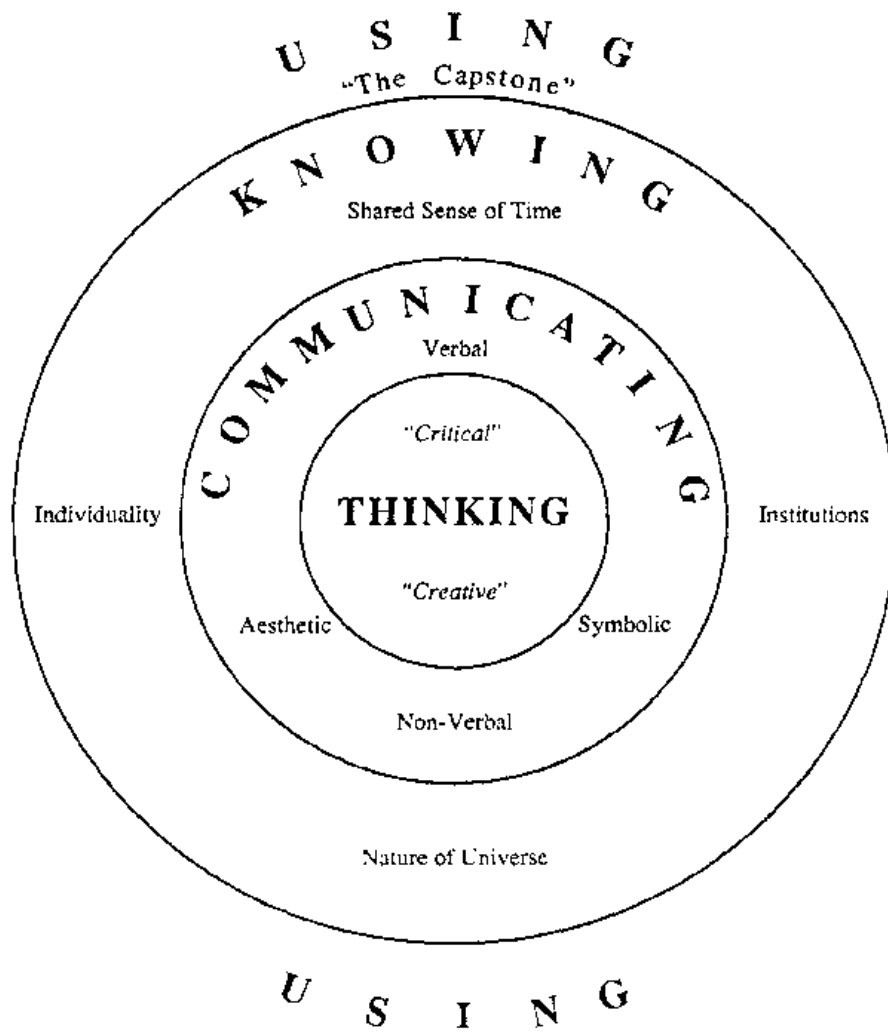


Figure 1. The Themes of Common Learning

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 Manoa 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 (eg., 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 (ie., 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: Communicat-ing," 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."

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APPENDIX I.

**Appointment letter and Charge to the
Liberal Arts Program Coordinating Councils**

UNIVERSITY OF HAWAII

Office of the Chancellor for Community Colleges

MEMORANDUM

September 21, 1988

TO:

SUBJECT: Appointment to Program Coordinating Council to Develop
Liberal Arts Program Competencies

As you know, a system-wide Associate Degree Task Force comprised of faculty and administrators was convened in January 1985 for the purpose of examining our associate degree programs, and to make recommendations for improving our primary programs of study.

Their report, "A Blueprint for Learning," makes a number of recommendations relating to the degrees we offer, our curriculum, and assessment. In order to carry-out the wide ranging recommendations made by the Associate Degree Task Force, I am establishing a number of work groups, each dealing with a separate aspect to the implementation of the task force's recommendations.

You have been nominated by your Provost to serve on the Program Coordinating Council for Liberal Arts competencies in _____. The council will first explore the basic competencies required for the program and recommend ways to facilitate inter-campus articulation. The council will also assist in articulating liberal arts courses with the University. In ensuing years the council will meet as needed to provide guidance on programmatic matters as they arise. If such an assignment is acceptable to you, I would like to confirm your appointment. If you do not wish to accept this appointment please contact your Provost.

The first meeting of the council is scheduled for September 23, 1988 at Honolulu Community College (Bldg 2, Snack Bar, 1:00-4:00pm). I hope your teaching schedule will permit you to attend.

I greatly appreciate your willingness to devote your valuable time and energies to this important undertaking.

Joyce S. Tsunoda

Chancellor for Community Colleges

cc: Provost
Faculty Senate Chair

APPENDIX II

Liberal Arts Program Coordinating Council Members

The Arts and Humanities PCC membership consisted of:

Gloria Moore, Chairperson	Windward Community College
Dana Bekeart	Kauai Community College
Barbara Miller	Maui Community College
Trina Nahm-Mijo	Hawaii Community College
Noreen Naughton	Kapiolani Community College
David Panisnick	Honolulu Community College
Dorothy Schlieman	Leeward Community College
(Fall 88-Spring 89)	
Jim West	Leeward Community College
(Fall 89)	

The Languages PCC membership consisted of:

Patricia Harpstrite, Chairperson	Leeward Community College
(Fall 88 - Spring 89)	
Naomi Losch	Leeward Community College
(Fall 89)	
Keith Crockett, Acting Chairperson	Honolulu Community College
(Fall 89)	
Jean Henna	Windward Community College
Thomas Kondo	Kapiolani Community College
Trina Nahm-Mijo	Hawaii Community College
Molly Summers	Kauai Community College
Hiroko Deleon	Maui Community College

The Mathematics and Logical Thinking PCC membership consisted of:

Linda Kodama, Chairperson	Kapiolani Community College
Alice Bertram	Honolulu Community College
David Ennis	Leeward Community College
Jane Iida	Hawaii Community College
Jean Okumura	Windward Community College
Charlene Yoshida	Kauai Community College
Alfred Wolf	Maui Community College

The Natural Sciences PCC membership consisted of:

Clyde Noble, Chairperson
Joseph Connell
Thomas Hammond
Phillip Hubbard
Marshall Mock
Bruce Palmer
Nelda Quensell

Windward Community College
Leeward Community College
Hawaii Community College
Honolulu Community College
Kauai Community College
Maui Community College
Kapiolani Community College

The Social Sciences PCC membership consisted of:

David Cleveland, Chairperson
David Denison
Ibrahim Dik
(Fall 88 - Spring 89)
Jane Fukunaga
(Fall 89)
Demaris Fredericksen
Charleen Higa
Jim McFarland
Grace Miller

Honolulu Community College
Windward Community College
Kapiolani Community College

Kapiolani Community College

Maui Community College
Hawaii Community College
Kauai Community College
Leeward Community College

The World Civilizations PCC membership consisted of:

Robert Fearrien, Chairperson
(Fall 88 - Spring 89)
Andy Bushnell
Doug Dykstra

Phillip Hagstrom, Chairperson
(Fall 89)
Edward Kanahale
Bert Kikuchi
Rick Ziegler

Kapiolani Community College

Kauai Community College
Leeward Community College

Windward Community College

Hawaii Community College
Maui Community College
Honolulu Community College

The Written & Oral Communication PCC membership consisted of:

Gloria Hooper, Chairperson	Honolulu Community College
Gerald Browne	Kauai Community College
Pam Hudson	Hawaii Community College
Dennis Kawaharada	Kapiolani Community College
Irena Levy	ETO
Vincent Linares	Maui Community College
(Fall 88 - Spring 89)	
Victor Pellegrino	Maui Community College
(Fall 1989)	
Carol Bass	Leeward Community College
Lillian Cunningham	Windward Community College

Staff support was provided by the Office of the Chancellor for Community Colleges. Jeff Hunt, Acting Program Analyst, assisted the program coordinating councils on the Arts and Humanities, Languages, Natural Sciences, Social Sciences, and World Civilizations. John Muth, Acting Program Analyst, assisted the program coordinating councils on Mathematics and Logical Reasoning and Written and Oral Communication.

APPENDIX III

Task Force on Associate Degree Competencies

**TASK FORCE
FOR
THE DEVELOPMENT OF ASSOCIATE DEGREE COMPETENCIES**

BACKGROUND:

During the past year, the Associate Degree Task Force has reviewed our programs, and has submitted a series of recommendations for adoption. In the area of the curriculum, the Task Force recommended that the Community Colleges develop common minimum competencies for the various associate degrees we offer. For a more in-depth discussion of the issues which led to this recommendation please refer to attachment #1.

In order to carry-out the recommendations made by the Associate Degree Task Force, a Task Force for the Development of Associate Degree Competencies is being established.

As recommended by the Associate Degree Task Force, degrees offered should include the associate in arts, the associate in science, and the associate in applied science. The Task force shall be organized into three sub-committees, one for each of the three degrees.

TASK FORCE MEMBERSHIP:

The Task Force shall be comprised of representatives from each campus as indicated below:

ETO	Hamada, Roy	- AAS
Hawaii CC	Enoki, Lynn	- AA
	Bearup, Judy	- AS
	Nishimura, Harold	- AAS
Honolulu CC	Brooks, Harrison	- AA
	Wilson, Tim	- AS
	Kalilikane, George	- AAS
Kapiolani CC	Divanian, Mida	- AA
	Sanderson, Ronald	- AS
	Gilbert, Patrick	- AAS
Kauai CC	Yamamoto, Brian	- AA
	Duvachelle, Josephine	- AS
	Shiraki, Neil	- AAS
Leeward CC	Takeuchi, Pearl	- AA
	Harpstrite, Pat	- AS
	Burns, Tim	- AAS

Maui CC	Arakawa, Ann	- AA
	Palmer, Bruce	- AS
	Pelegriano, Victor	- AAS
Windward CC	Killeen, Don	- AA
	Nobel, Clyde	- AS
	Wolverton, Charles	- AAS

In addition, a representative from UH Manoa will be invited to participate as part of the Task Force.

RESPONSIBILITIES OF THE TASK FORCE:

The specific responsibilities of the Task Force are:

1. To develop a set of minimum desired student competencies for our associate degree programs. These would be competencies we would expect that students will attain, regardless of the degree being sought.
2. To develop a set of minimum desired student competencies for each of the associate degrees offered by the Community Colleges.
3. To communicate its recommendations to the college faculty and administration in the form of a written report.

APPENDIX IV

Languages Program Coordinating Council Recommendations

Languages Program Coordinating Council Recommendations

The Languages Program Coordinating Council recommended that the Community Colleges not expect all Associate in Arts degree graduates to attain a specific minimum competency in a second language. Rather, it recommended that all students be encouraged to undertake the study of another language while enrolled in one of our colleges. In addition, for those students planning to transfer to the University of Hawaii at Manoa, we should appraise them of the graduation requirement in languages and encourage them to complete at least one year of study prior to transfer.

The PCC members also recommended the establishment of the following as common expectations for students who enroll in language study within the University of Hawaii Community Colleges.

The study of a language, other than the student's native language, is designed to foster an awareness of the cultural and linguistic diversity among peoples of the world. Individuals, who have second language skills, can more readily appreciate other peoples' values and way of life. In addition, knowledge of another language permits informal communication and it facilitates the exchange of ideas and information in areas such as commerce, the arts, law, science, and technology.

The study of languages focuses upon the following:

Listening Comprehension
Reading Comprehension
Speaking
Writing
Cultural Knowledge

Upon the successful completion of two years of study, the Associate in Arts student, based on the material presented in the courses taken, should demonstrate the abilities to:

Listening Comprehension

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

First Year of Study:

1. Understand, with some repetition, simple questions and statements involving learned material.
2. Comprehend the main idea upon listening to a simplified passage.

Second Year of Study:

1. Understand questions and statements involving recombination of learned material.
2. Comprehend the main idea of a selected passage of authentic speech.

Reading Comprehension

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

First Year of Study:

1. Read and understand the information presented in a simple paragraph.

Second Year of Study:

1. Read and understand the main idea and literal meaning of text written in nontechnical prose.

Speaking

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

First Year of Study:

1. Pronounce the language well enough to be intelligible to native speakers accustomed to dealing with foreigners.
2. Ask and answer questions involving learning material.

Second Year of Study:

1. Ask and answer questions well enough to handle most basic, uncomplicated, communicative tasks.
2. Participate in conversation with native speakers accustomed to dealing with foreigners.

Writing

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

First Year of Study:

1. Write a short paragraph on a familiar topic.

Second Year of Study:

1. Write a cohesive series of paragraphs involving recombination of learned material.

Cultural Knowledge

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

First Year of Study:

1. Handle routine social situations in a culturally appropriate manner.

Second Year of Study:

1. Demonstrate a deeper understanding of the cultural and social context of the language.