SUBJECT: General Education

1. Purpose:

   It is the purpose of this policy to:
   a. Establish a philosophy and rationale for General Education as a part of Board of Regents’ approved credentials offered by Honolulu Community College, and
   b. Establish a framework for General Education for Associate Degrees offered by Honolulu Community College.

2. Policy:

   Honolulu Community College (HCC), as defined by its mission, offers instruction in a wide range of disciplines in the arts and sciences that lead to the Associate in Arts degree, as well as numerous career focused technical programs that lead to Certificates of Completion, Certificates of Achievement, Associate in Applied Science, Associate in Technical Studies, and Associate in Sciences. It is the policy of Honolulu Community College that all associate degrees will have a component of general education that is in alignment with University and Community College system policies, as well as meeting the expectations of our various accreditors.

   The General Education component in all programs is a part of the process that supports individuals by encouraging development in thought, communication, ethical deliberation, creativity, feeling, empathy, adaptability and awareness by providing foundation skills for successful living in an ever-changing, global environment. The specific requirements that students are expected to fulfill to complete the component of general education shall be clearly described in the College Catalog.

   As a part of the University of Hawai‘i Community Colleges (UHCC) system, Honolulu Community College Associate degrees and Certificates of Completion conform to the philosophical framework developed by a system wide faculty task force and embodied in the Themes of Common Learning adopted across the UHCC colleges in 1990, as well as subsequent UHCC policies. The General Education requirements derived from that seminal work are designed to ensure that all graduates receive a foundation in the diverse skills and subject areas of the arts and sciences. A high quality General Education curriculum focuses upon in-depth learning through multiple exposures to concepts/skills in courses that stress active student involvement in the learning process.
In addition, General Education is a key to solving the problems of surviving and thriving for individuals, communities and nations because it provides a common basis of understanding that fosters collaboration and helps to create a human community.

The Honolulu Community College General Education curriculum has comprehensive learning outcomes and ensures that students are able to meet these outcomes. These outcomes include the development of:

A. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social science*s.

B. A capability to be a productive individual and life-long learner*. Skills include*:
   1. oral and written communication,
   2. information competency,
   3. computer literacy,
   4. scientific and quantitative reasoning,
   5. critical analysis/logical thinking, and
   6. the ability to acquire knowledge through a variety of means.

C. A recognition of what is meant to be an ethical human being and effective citizen. Qualities include*:
   1. an appreciation of ethical principles;
   2. civility and interpersonal skills;
   3. respect for cultural diversity;
   4. historical and aesthetic sensitivity; and
   5. the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

D. Demonstrated competence in writing and computational skills. Written competence may be demonstrated by either a Compass test score that places the student into English 100, or the successful completion of a designated college level writing course. Computational competence may be demonstrated by either a Compass test score that places the student into Mathematics 100, or the successful completion of a designated college level computation course.

* Students’ may demonstrate their attainment of these outcomes through a combination of successful completion of specific courses and the assessment of embedded student learning outcomes.

Associate in Arts Degree

The Associate in Arts (AA) degree and its various components has been designed to meet the lower division General Education requirements and hallmarks established by the University of Hawai`i at Manoa and endorsed individually by the Faculty Senates of the University of Hawaii Community Colleges. The specific HCC AA degree requirements are detailed in Appendix A.
Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Studies (ATS)
Degrees

Career preparation programs offered by the University of Hawaii Community Colleges have been oriented to
accomplish the outcomes detailed in the U.S. Department of Labor publication *What Work Requires of
Schools, A SCANS Report for America 2000.* This includes program requirements designed to build upon the
student successful attainment of the Learning Foundation skills described in Appendix B. All of the degree
applicable credits are expected to be at a level beyond those established as Learning Foundation skills.

The goal of relevant general education is to prepare students to adapt to changes in their environment and
to instill a desire for life-long learning. The acceptance of the inevitability of change and the development of
coping skills and attitudes to meet the growing demands of the family, the workplace, and society as a
whole will contribute to the individual's well-being.

The specific HCC degree requirements for all Career and Technical Education (CTE) associate degrees are
detailed in Appendix C.

3. Related Policies:

   a. Board of Regents Policy, Section 5-13 General Education
      www.hawaii.edu/offices/bor/policy/borpch5.pdf
   b. University of Hawaii Community Colleges Policy, UHCCP 5.xxx General Education.
   c. Accrediting Commission for Community and Junior Colleges (ACCJC); Standard II Student Learning
      Programs and Services, Section A. 3 (http://www.accjc.org/wp-
   d. University of Hawai`i Community Colleges, AA Degree Level Competencies
   e. University of Hawaii Community Colleges, AS Task Force Report
      http://www.hawaii.edu/offices/cc/accreditation/response/Att10.pdf

4. Responsibilities

The Committee on Programs and Curricula (CPC) and its relevant subcommittees will establish and
maintain the General Education framework in consultation with faculty in all programs. This framework
includes:

   a) General Education Categories and requirements for each category;
   b) Identification of means by which requirements of each category may be met (e.g.,
      placement testing, course completion, assessment of attainment of student Learning
      outcomes (SLOs)); and
   c) Identification of courses that may be used to satisfy the requirements of a given category as
      well as a process by which new or other courses could also be approved for that purpose.

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1 *What Work Requires of Schools, A SCANS Report for America 2000.* The Secretary's Commission on Achieving
2 *Report of the Associate in Science (AS) Degree Taskforce.* Office of the Chancellor for Community Colleges,
   University of Hawaii. [1994]
Each dean and division chair, in consultation with the faculty and the advisory bodies from each of the programs within their respective divisions, shall ensure that program prerequisites are set at an appropriate level to meet or exceed expected Learning Foundations (see Appendix B), and that General Education requirements are published.

The Vice Chancellor for Academic Affairs shall periodically review the degree requirements each associate degree program to assure the published requirements are consistent with the established policy.

This policy supersedes all existing HCC policies and procedures related to General Education.

APPROVED

Michael T. Rota, Chancellor

April 27, 2012
Appendix A

Associate in Arts (AA) Degree

Honolulu Community College’s Associate in Arts (AA) Degree is a two-year liberal arts degree designed to provide students with (1) skills and perspectives fundamental to undertaking higher education; and, (2) a broad exposure to different domains of academic knowledge.

Sixty (60) semester credits of courses numbered at the 100 and 200 levels are required for the degree. Requirements include a General Education core of 31 credits:

12 credits of Foundation courses in three areas:
   1. Written Communication;
   2. Symbolic Reasoning; and
   3. Global and Multicultural Perspectives; and,

19 credits of Diversification courses in three areas:
   1. Arts, Humanities, and Literatures;
   2. Natural Sciences; and,

Students are required to take Focus courses to enhance their knowledge and skills in:
   1. Writing;
   2. Understanding the Cultural Diversity in Hawai‘i, the Pacific and Asia; and,
   3. Analyzing and deliberating on ethical problems.

In addition, students are required to take 3 credits of Speech to improve their speaking and communication skills.

Specific courses that may be used to fulfill these requirements will be listed in the published College Catalog
Appendix B


The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission’s fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.

The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace.

As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.

A Three-Part Foundation

The Learning Foundations component of the model depicts the TechOP programs' pre-associate degree level student competencies. These competencies would need to be mastered before students entered a TechOP program. The competencies for this component are derived from the SCANS' Three-part Foundation document. Competencies are indicated in three areas:

<table>
<thead>
<tr>
<th>Learning Foundations</th>
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<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Arithmetic</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Listening</td>
</tr>
<tr>
<td>Oral Communication</td>
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<tr>
<td><strong>Thinking Skills</strong></td>
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<tr>
<td>Creative Thinking</td>
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<tr>
<td>Decision Making</td>
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<tr>
<td>Problem Solving</td>
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<tr>
<td>Mental Visualization</td>
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<tr>
<td>Knowing How to Learn</td>
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<tr>
<td>Reasoning</td>
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<tr>
<td><strong>Personal Skills</strong></td>
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<tr>
<td>Responsibility</td>
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<tr>
<td>Self-Esteem</td>
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<tr>
<td>Sociability</td>
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<tr>
<td>Self-Management</td>
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<tr>
<td>Integrity/Honesty</td>
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</table>
Appendix C

Career and Technical Education Associate Degrees

Students enrolled in HCC have the ability to earn the following types of associate degrees depending upon the specific program in which they are enrolled:

**Associate in Science (AS) Degree**
A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment, entirely at the baccalaureate level.

**Associate In Applied Science (AAS) Degree**
A two-year Career and Technical-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. AAS programs may, however, include some baccalaureate level course offerings.

**Associate In Technical Studies (ATS) Degree**
A two-year Career and Technical-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. The ATS degree must have educational objectives that are clearly defined and recognized by business, industry, and 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 Role of General Education in TechOP Programs**

*There has been much debate over the role of general education in the area of vocational education. This Task Force believes that the attainment of common core knowledge, beliefs, and values contribute to the development of the work ethic, a stronger workplace, as well as a stable community.*

*The goal of relevant general education is to prepare students to adapt to changes in their environment and to instill a desire for life-long learning. The acceptance of the inevitability of change and the development of coping skills and attitudes to meet the growing demands of the family, the workplace, and society as a whole will contribute to the individual's well being.*

In implementing the recommendations from the UHCC AS Taskforce as well as policy UHCCP 5.XXX, the following General Education core shall be applicable to all Career and Technical Education associate degrees:

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3 University of Hawaii Community Colleges, AS Task Force Report 1994
General Education Requirements (15 credits minimum)

SKILLS:

Communications
(Students placing in ENG 100 or higher will have the option to complete a course in another Communications-related discipline.)

Quantitative or Logical Reasoning
(Students placing in MATH 100 or higher will have the option to complete a course in another Quantitative or Logical-Reasoning-related discipline.)

FIELDS OF KNOWLEDGE:

Humanities and Fine Arts

Social Sciences

Natural Sciences

Courses for each of these five areas will be approved by the CTE General Education subcommittee of the General Education Board, a standing subcommittee of the Committee on Programs and Curricula (CPC).