

## University Transfer

Mission #5 - prepares student to meet rigorous baccalaureate requirements

ACCRED GEN ED#1 - humanities and fine arts, the natural sciences, and the social sciences.

## Civic Engagement

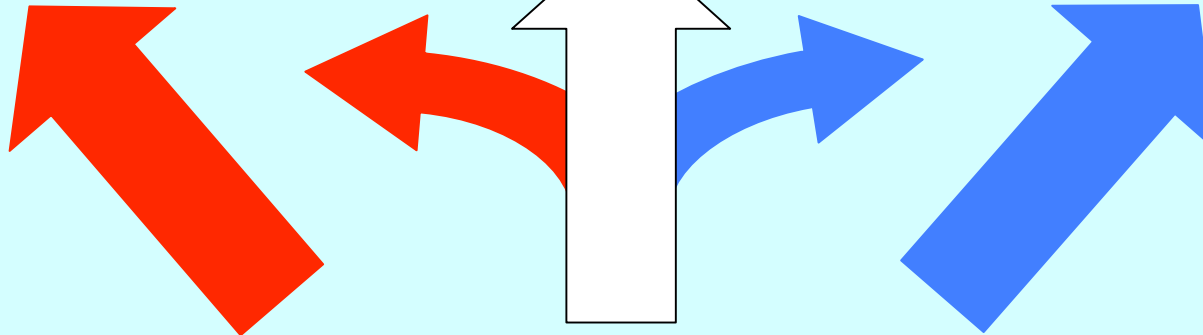
Mission #7 - prepare students for lives of ethical, responsible community involvement

ACCRED GEN ED#3 - ethical human being and effective citizens.

## 21<sup>st</sup> Century Careers

Mission #6 - prepare students to meet rigorous employment and career standards

ACCRED GEN ED#2 - productive workers and lifelong learners.  
- 4 year degrees  
(Culinary, Respiratory)



### General Education

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|---|--|
| 1) Writing Communication                | 4) Quantitative Reasoning                |
| 2) Critical Thinking                    | 5) Oral Communication                    |
| 3) Information Retrieval and Technology | 6) Understanding Self & Community Ethics |

Foundations: English 100, Math 100, Global/Multicultural (151-152)

First Year Experience

*Holomua* "Moving Forward" Pre-College Program  
English + Math

First Year Experience

### Cross-Curricular Emphases

- 1) Writing
- 2) Thinking and Reasoning
- 3) Information Technology
- 4) Math
- 5) International Education
- 6) Service-Learning

AY 2002 – 2003  
Integrated Cross Curricular  
Emphasis into *Holomua*

### New Initiatives

- 1) First Year Experience
- 2) Learning Communities
- 3) Malama Hawai'i
- 4) Teacher Preparation

*"Well-designed curricula are more than collections of independent courses; they are pathways for learning. Graduating intentional learners – empowered, informed and responsible – calls for curricula designed to further learning goals in a sequential manner across all the college years...Responsibility for a coherent curriculum rests on the shoulders of all faculty members working cooperatively."*  
(AAC&U Greater Expectations 2002)

**KAPI'OLANI COMMUNITY COLLEGE**  
**{REVISED 2-2-2} GENERAL EDUCATION ACADEMIC SKILL STANDARDS**

The following academic skill standards for written communication, critical thinking, information retrieval and technology, quantitative reasoning, oral communication, and understanding self and community represent the minimum **learning** 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 skill standards and **specific learning outcomes**.

<p><b>1) Written Communication (WAC)</b>  <i>(UHM WRITTEN COMMUNICATION FOUNDATIONAL AND FOCUS REQTS)</i>  Written communication is an integral part of every content area and discipline. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use writing to discover and articulate ideas.</li> <li>2. Identify and analyze the audience and purpose for any intended communication.</li> <li>3. Choose language, style, and organization appropriate to particular purposes and audiences.</li> <li>4. Gather information and document sources appropriately.</li> <li>5. Express a main idea as a thesis, hypothesis, or other appropriate statement.</li> <li>6. Develop a main idea clearly and concisely with appropriate content.</li> <li>7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.</li> <li>8. Demonstrate proficiency in revision and editing.</li> <li>9. Develop a personal voice in written communication.</li> </ol>	<p><b>2) Critical Thinking (TRE)</b> <i>(NO UHM REQT)</i>  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:</p> <ol style="list-style-type: none"> <li>1. Identify and state problems, issues, arguments, and questions contained in a body of information.</li> <li>2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</li> <li>3. Formulate research questions that require descriptive and explanatory analyses.</li> <li>4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</li> <li>5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</li> <li>6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</li> <li>7. Synthesize information from various sources, drawing appropriate conclusions.</li> <li>8. Communicate clearly and concisely the methods and results of logical reasoning.</li> <li>9. Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.</li> </ol>	<p><b>3) Information Retrieval and Technology (KITE)</b> <i>(NO UHM REQT)</i>  Information retrieval and technology are integral parts of every content area and discipline. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use print and electronic information technology ethically and responsibly.</li> <li>2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</li> <li>3. Recognize, identify, and define an information need.</li> <li>4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</li> <li>5. Create, manage, organize, and communicate information through electronic media.</li> <li>6. Recognize changing technologies and make informed choices about their appropriateness and use.</li> </ol>	<p><b>4) Quantitative Reasoning (MAC)</b> <i>(UHM SYMBOLIC REASONING FOUNDATIONAL)</i>  Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</li> <li>2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</li> <li>3. Communicate clearly and concisely the methods and results of quantitative problem solving.</li> <li>4. Formulate and test hypotheses using numerical experimentation.</li> <li>5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</li> <li>6. Assess the validity of statistical conclusions.</li> </ol>	<p><b>5) Oral Communication (SPEECH/DRAMA)</b> <i>(UHM ORAL COMMUNICATION FOCUS REQT)</i>  Oral communication is an integral part of every content area and discipline. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze the audience and purpose of any intended communication.</li> <li>2. Gather, evaluate, select, and organize information for the communication.</li> <li>3. Use language, techniques, and strategies appropriate to the audience and occasion.</li> <li>4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</li> <li>5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</li> <li>6. Use competent oral expression to initiate and sustain discussions.</li> </ol>	<p><b>6) Understanding Self and Community</b> <i>(KAPE/SL)</i>  <i>(UHM GLOBAL/MULTICULTURAL FOUNDATIONAL; HAWAI'I, PACIFIC, ASIA, AND ETHICS FOCUS REQTS)</i>  Kapi'olani Community College emphasizes an understanding of one's self and one's relationship to the community, the region, and the world. Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.</li> <li>2. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.</li> <li>3. Communicate effectively and acknowledge opposing viewpoints.</li> <li>4. Use the study of a second language as a window to cultural understanding.</li> <li>5. Demonstrate an understanding of ethical, civic and social issues relevant to Hawai'i's and the world's past, present and future.</li> </ol>
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