# 2011-2012
# KANSAS
# CORE OUTCOMES
# PROJECT

# Table of Contents

## BACKGROUND

The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators (KCIA), a group comprised of the chief academic officers of the state's community colleges and vocational-technical schools/colleges. The goal of this project was to develop core outcomes and competencies for general education courses at the state's colleges and universities.

The first meeting for the project was held in fall 1999 at the Southside Educational Center in Wichita. Faculty were invited to that meeting from the state's 19 public community colleges, six Regents' universities, and Washburn University. Six disciplines were represented: Biology, Computer Science, English, Mathematics, Sociology, and Speech. A second meeting, in spring 2000, was conducted at Emporia State University, and three additional disciplines—Chemistry, History, and Psychology—were added to that initial group of six. A third meeting, again at Southside, was conducted in January 2001. Another meeting of the core competency groups was held in September of 2002. Subsequently, disciplines such as English, Mathematics, and Speech have scheduled other, independent meetings.

The Core Competency meetings were originally financed through the KCIA budget. Each institution made a commitment to its faculty and supplied them with finances for lunch and travel. Due to increased budget decreases and the time commitment for our faculty, it was decided that future meetings would be held annually in the fall semester. In 2005 and 2006, additional Core Competency meetings occurred, and reports have been filed with the Kansas Board of Regents.

At its retreat in the summer of 2007, the KCIA members decided that the project needed a comprehensive list of courses that have been evaluated in each area, a standard format for reporting of the reviews and outcomes, as well as minutes. Therefore, this report follows a standard format for each discipline even though some information, such as course titles, may be missing. The annual reports are posted to the Kansas Board of Regents' website. Each report contains the most recent review of the outcomes for the courses listed at each academic institution.

175 individuals from 35 institutions participated in the October 14th, 2011 meeting on KU's Lawrence campus. Gary Alexander and Joan Warren from the Kansas Board of Regents opened the meeting with a conversation about the importance of the Core Outcomes project and anticipated future changes in the structure and role of meetings. Kansas State University is scheduled to host the Core Outcomes meeting in 2012 and 2013.

Contact: Sara Rosen at rosen@ku.edu or Sarah Crawford-Parker scrawpar@ku.edu

# Core Outcomes

Institutional abbreviations in the following section:

CC = Community College
TC = Technical College
TS = Technical School
U = University

**Discipline:** Anthropology
**General Course Title:** Introduction to Archaeology (Methods-Based Approach)
**Date Developed (and any modification):** September 2008; modified October 2009
**Facilitator:** William McFarlane, Johnson County
**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| | | | Allen County CC |
| | | | Barton County CC |
| **Intro to Anthropology** | **BS106** | **3** | Butler CC |
| | | | Cloud County CC |
| | | | Coffeyville CC |
| | | | Colby CC |
| | | | Cowley County CC |
| | | | Dodge City CC |
| **Intro to Archeology** | **AN302** | **3** | Emporia State U |
| | | | Fort Hays State U |
| | | | Fort Scott CC |
| | | | Garden City CC |
| | | | Highland CC |
| | | | Hutchinson CC |
| | | | Independence CC |
| | | | Johnson County CC |
| | | | Kansas City Kansas CC |
| | | | Labette CC |
| | | | Neosho County CC |
| | | | Pittsburg State U |
| | | | Pratt CC |
| | | | Seward County CC |
| | | | U Kansas |
| | | | Washburn U |
| **Introduction to Archaeology** | **Anth 103** | **3** | Wichita State U |

**Comments:**

In 2007 the group discussed several ways that introductory archaeology courses are taught, including the following: (1) Methods-based approach, (2) World Prehistory approach, (3) Evolution/ Prehistory approach, and (4) combination World Prehistory and Methods approach. Archaeology is taught in each of these ways at institutions of higher learning in Kansas. Thus, we decided to develop outcomes for all four approaches.

**Core Outcomes (listed in total including updates):**

Upon completion of an introductory course with an emphasis on archaeological methods students show and understanding of:

History and development of the field of archaeology

- Discuss (trace) the historical origins of the discipline through contemporary approaches to understanding the past.
- Outline the key concepts, goals, methods of the major theoretical approaches in Archaeology
- Compare and contrast Archaeology with other social sciences and natural sciences
- Discuss the relationship among private, academic, governmental, and other archaeologies

Chronology building

- Distinguish between absolute and relative dating
- Describe a variety of chronometric dating techniques
- Explain the concepts and applications of stratigraphy and seriation in archaeological practice

Archaeological methods (finding, documenting, and investigating the archaeological record)

- Explain the systematic nature of archaeological research
- Describe the significance of sampling in archaeology
- Outline the goals and methods in archaeological surveys
- Explain the significance of common noninvasive techniques in archaeology
- Identify basic recovery techniques

Specialties within Archaeology

- Define and outline the goals and methods in common archaeological specialties, such as:
    - Paleothnobotany
    - Geoarchaeology
    - Faunal analysis
    - Lithic analysis

Major themes of archaeological research

- Describe the methods that archaeologists employ to reconstruct subsistence strategies
- Outline the archaeological correlates for trade and exchange
- Explain how archaeologists identify social inequality in the archaeological record

- Discuss the possibilities and limitations of understanding past technology
- Describe how archaeologists analyze ideological systems in the past

Goals of archaeological research

- Explain the importance of constructing a chronology of the human past
- Discuss the relevance of past lifeways
- Explain the significance for understanding culture change

Ethics and Archaeology

- Demonstrate knowledge of state, federal, or international laws that impact archaeological research and cultural patrimony
- Discuss the ethical and responsible treatment of human remains and traditional cultural properties, such as:
    - Sacred places
    - Sacred materials
- Discuss the importance of archaeological stewardship

**Comments:**

**Participants:**

Work was done by e-mail.

**Discipline:** Anthropology— with emphasis on prehistory

**General Course Title:** Introduction to Anthropology/Archaeology (Prehistory emphasis)

**Date Developed (and any modification):** October 2, 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| | | | Allen County CC |
| | | | Barton County CC |
| | | | Butler CC |
| | | | Cloud County CC |
| | | | Coffeyville CC |
| | | | Colby CC |
| | | | Cowley County CC |
| | | | Dodge City CC |
| | | **3** | Emporia State U |
| | | | Fort Hays State U |
| | | | Fort Scott CC |
| | | | Garden City CC |
| | | | Highland CC |
| | | | Hutchinson CC |
| | | | Independence CC |
| | | | Johnson County CC |
| | | | Kansas City Kansas CC |
| | | | Labette CC |
| | | | Neosho County CC |
| | | | Pittsburg State U |
| | | | Pratt CC |
| | | | Seward County CC |
| | | | U Kansas |
| | | | Washburn U |
| | | **3** | Wichita State U |

**Comments:**
In 2007 the group discussed several ways that introductory archaeology courses are taught, including the following: (1) Methods-based approach, (2) World Prehistory approach, (3) Evolution/ Prehistory approach, and (4) combination World Prehistory and Methods approach. Archaeology is taught in each of these ways at institutions of higher learning in Kansas. Thus, we decided to develop outcomes for all four approaches.

**Core Outcomes:**
Upon completion of an introductory course with an emphasis on world prehistory students show and understanding of:

Describe the historical origins of Archaeology as a discipline and outline common techniques for understanding the prehistoric past through material remains

- Discuss (trace) the historical origins of the discipline through contemporary approaches to understanding the past.
- Outline the key concepts, goals, methods of the major theoretical approaches in Archaeology
- Compare and contrast Archaeology with other social sciences and natural sciences

Compare current theories on the origins of modern humans and their ancestors by considering the archaeological, physical, and genetic lines of evidence

- Compare and contrast the physical and behavioral characteristics of hominin species
- Explain hominin development form an evolutionary perspective
- Discuss the evidence for hominin migrations out of Africa
- Evaluate models for the origins of modern humans using genetic, anatomical, and archaeological evidence

Explain the variety of human adaptation to the climatic and ecological conditions of the early Holocene

- Describe the timing and characteristics of environmental periods, such as
    - Pleistocene
    - Last glacial Maximum
    - Late Glacial Interstadial
    - Younger Dryas
    - Holocene
- Explain the processes that lead to domesticated plants and animals
- Discuss the consequences of domestication on society and the environment
- Discuss theories for the origins of sedentism, agriculture, social complexity, and state formation

Compare theories on the rise and spread of food production by considering archaeological evidence from around the world

- Identify the geographic, climatic, and environmental features, as well as their effect on local social development in:
    - Africa
    - Southwest Asia
    - East Asia
    - Australia and the Pacific
    - Europe
    - Americas
- Characterize the Neolithic transitions in key regions (listed above) around the world

Compare theories on the rise of complex cultures by considering archaeological evidence from around the world

- Review various theories and debates on the origins of state level societies
- Define key terms and concepts crucial to an understanding of state development
- For each pristine state:
    - Identify the environment, climate, and topography, as well as their impact on development of middle-range and complex societies
    - Describe the cultural periods
    - Explain the transition from simple to complex societies
    - Be conversant with key sites, finds, and concepts

Demonstrate the relevance of archaeological interpretation on contemporary local and global conditions

- Examine the ways in which knowledge of the past can give insight into current problems.
- Describe the long and short-term consequences of human responses to social, ecological, and climate change
- Characterize the ways in which archaeology can contribute to an understanding of the past and present.

**Comments:**

**Participants:**

**Discipline:** Anthropology

**General Course Title:** Physical Anthropology

**Date developed:** September 2010

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Physical Anthropology | ANTH 126 | 3 | Johnson County CC |
| Introduction to Physical Anthropology | ANTH 102 | 3 | Kansas City, Kansas CC |
| Fundamentals of Physical Anthropology | ANTH 104/304 | 4 | University of Kansas |
| Physical Anthropology | AN 116 | 3 | Washburn University |
| Introduction to Physical Anthropology | ANTH 280/281 | 3 | Kansas State University |
| Biological Anthropology | ANTHR 101 | 3 | Wichita State University |

The next focus for the Core Outcomes Project will be Courses in Linguistic Anthropology. Tiffany Kershner (Kansas State University) and Arienne Dwyer (University of Kansas) will be the central participants in the discussion.

For corrections, additions, or revisions to the minutes please contact Bill McFarlane at mcfarlane@jccc.edu or (913) 469-8500 x4640.

Upon completion of an introductory course in physical or biological anthropology students should be able to demonstrate an understanding of the following:

Demonstrate knowledge of Evolutionary Theory

- The historical development of evolutionary theory through contemporary approaches
- The basic forces and concepts underlying the modern evolutionary synthesis, for example: Molecular Genetics, Inheritance, and Microevolution

Characterize the Primates

- Primate characteristics
- Primate taxonomy and classification
- Behavioral ecology (reproductive strategies, life histories, diet, sociality, cooperation and conflict)

Trace Primate and Human Evolution

- Methodology and Interpretive Frameworks in Paleoanthropology
- Fossil primate and human taxonomy and classification
- Biocultural approaches to human evolution (bipedalism, tool-use, brain growth, language, intelligence)

Describe Human Variation and Adaptation

- Modern polygenetic variation and global patterns of adaptation
- Concept of race
- Patterns of modern human adaptation (thermal environmental stress, high altitude stress, nutritional deficiency, disease)
- Culture as adaptation

**Discipline:** Biology

**General Course Title:** Introductory Biology

**Date Developed (and any modification):** 2000; modified September 17, 2004

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Principles of Biology | BIO 102 | 5 | Allen County CC |
| Principles of Biology | Life 1402 | 5 | Barton County CC |
| General Biology | BI 110 | 5 | Butler CC |
| General Biology | SC 101 | 4 | Cloud County CC |
| General Biology | BIO 101 | 5 | Coffeyville CC |
| General Biology | | 4 | Colby CC |
| Principles of Biology | BIO 4111 | 5 | Cowley County CC |
| General Biology | BIO 101 | 5 | Dodge City CC |
| General Biology with lab | GB 100, GB 101 | 3/1 | Emporia State U |
| Human Biology with lab | BIOL 100/102 | 3/1 | Fort Hays State U |
| General Biology | BIO 1215 | 5 | Fort Scott CC |
| Principles of Biology | BIOL 105 | 5 | Garden City CC |
| College Biology | BS 101 | 5 | Highland CC |
| General Biology | BI 101 | 4 | Hutchinson CC |
| General Biology | BIO 1025 | 5 | Independence CC |
| Principles of Biology | BIOL 122 | 3+1 | Johnson County CC |
| General Biology | BIOL 121 | 5 | Kansas City Kansas CC |
| General Biology | Bio 198 | 4 | Kansas State U |
| General Biology | BI 0431 | 5 | Labette CC |
| General Biology with lab | BIOL 111/112 | 3/2 | Neosho County CC |
| Environment, Life Science/ General Biology with lab | BIOL 113/ BIOL 111/112 | 4/5 | Pittsburg State U |
| General Biology | BIO 125 | 5 | Pratt CC |
| Principles of Biology | BI 1305 | 5 | Seward County CC |
| Principles of Biology with lab | BIOL 100/102 | 3+1 | U Kansas |
| Intro to Biology with lab | BI 100/101 | 3+1 | Washburn U |
| Human Organism with lab | BIOL 106/107 | 3+1 | Wichita State U |

**Comments:**

The biology committee's philosophy relative to the General Education Introductory Biology course with laboratory with is based on the assumption that this is the only course in life sciences that the majority of these students will ever take. As such, we believe that it needs to cover the most basic elements of biology, be rigorous, and expose students to the diversity of issues that are relevant to them now and in the future. Understanding the basic concepts of biology is critical to developing the knowledge base and the analytical tools to understand how the world works and how to be a critical consumer of the information received on a daily basis.

Our committee realizes that any individual Introductory Biology course might place a greater emphasis on certain biological areas, such as health or environmental issues. Due to these differences, we conclude that specific competencies should be written with the individual course in mind. In order to most efficiently utilize the expertise and experience of the individual instructors and institutions, we have chosen seven core outcomes that we believe represent the essence of a General Education Biology course. These seven outcomes provide a uniform base for instruction of basic biological concepts with suggested topics to allow flexibility in optimizing the resources of individual institutions.

**Core Outcomes:**

Upon completion of the Introductory Biology course, students will be able to do the following:

<u>Understand the Nature of Science</u>

- Scientific processes
- Scientific methods

<u>Understand the Levels of Organization and Emergent Properties of Life</u>

- Chemical
- Cellular
- Organ/organ system
- Organismal
- Ecological

<u>Understand Bioenergetics</u>

- Enzyme activity
- Metabolism
- Cellular respiration/photosynthesis

<u>Understand the Importance of Reproduction in Maintaining the Continuity of Life</u>

- Mitosis
- Meiosis
- Differentiation/development
- Diversity of reproductive strategies

Apply Principles of Genetics to Unity and Diversity of Life

- Classical genetics
- Molecular genetics

Discuss Evolution as the Mechanism of Change in Biology

- Natural selection
- Speciation
- Diversity of life/classification

Understand Principles of Ecology

- Ecosystem organization
- Ecological interactions
- Environmental issues

Nine suggested life skills for biology students include the following:

- Communication skills
- Cooperative learning
- Problem solving/critical thinking
- Research skills
- Ethics
- Awareness of world/interdisciplinary understanding
- Personal enrichment
- Biology enrichment
- Actionism/citizenship/responsibility

Twelve laboratory topics/skills for biology students include the following:

- Microscopy skills
- Quantitative measurement skills incorporating the metric system
- Analytical and statistical skills including presenting and/or interpreting graphs, tables, etc.
- Experience with living organisms
- Identification and proper use of laboratory equipment including the most current technology available
- Field experience
- Basic biochemistry
- Organismal and cellular structure and function
- Classification/taxonomy
- Evolution/natural selection
- Genetics
- Reproduction (cellular and organismal)

**Committee Recommendations:**

The following is a specific list of recommendations that the committee is making for all General Education Biology courses (discussed at the May 1, 2000, meeting and not reviewed at the September 2004 meeting):

1. General Education biology courses should not be offered in conjunction with Biology majors' courses to more specifically meet the needs of both the majors and non-majors in Biology.
2. Each General Education Biology lecture course must teach and assess to the seven minimum core competencies.
3. A statewide assessment of the General Education Biology courses should not be mandated.
4. Each course would have a lecture and a laboratory component with a minimum of four credit hours.
5. The laboratory component should be considered to be an integral part of the course and linked to the lecture material whenever possible.
6. The laboratory component must include the lab topics and skills that are listed above. A single laboratory could incorporate several topics/skills.

It is expected that the nine suggested life skills be incorporated into a General Education Biology course, but the assessment of these skills should not be mandated.

**Resolutions:**

The Kansas Biology Core Competency Committee passed the following two resolutions at the May 1, 2000, meeting:

<u>Resolution 1</u>

All General Education courses should demand the highest level of academic rigor.

<u>Resolution 2</u>

The Kansas Biology Core Competency Committee opposes the concept of concurrent enrollment and believes that college courses should be taught in a college setting for the following reasons:

1. The new science standards for Kansas high schools are not in compliance with our basic core competencies.
2. High school instructor qualifications do not include preparation to teach at the college level.
3. Physical lab facilities may be lacking.
4. The community in which high school instructors interact does not provide a base for maintaining academic standards at the college level.
5. High school students have rarely reached a maturity to capitalize on a college level biology class.
6. There is very real physical lack of quality control at high school sites.

The Kansas Biology Core Competency Committee agreed upon the following regarding concurrent enrollment and instructor credentials at the September 17, 2004, meeting:

1. Adjunct instructors should have the same credentials as full-time instructors—an M.A. with 18 hours in the discipline—and their appointment should be based on the recommendation of the head instructor in the discipline.

2. The course site and lab facility should be inspected to make sure they are appropriate for the course.
3. The adjunct instructor should be involved in faculty mentoring.
4. Concurrent enrollment students should be preassessed to ensure college preparedness of students.
5. Institutions should adhere to the guidelines proposed by the legislature regarding concurrent enrollment (see attachment from Kansas Board of Regents *Policy and Procedures*).

**Participating Members:**

Brent Bates, **2000 Facilitator**
Ellie Skokan, **2004 Facilitator** Wichita State U (facilitator in 2004)

| | |
|---|---|
| Sondra Dubowsky | Allen County CC |
| John Simmons | Barton County CC |
| Tonya Kerschner | Butler CC |
| Bill Langley | Butler CC |
| Richard Clarke | Cloud County CC |
| Scott Thompson | Cloud County CC |
| Leslie Berryhill | Cowley County CC |
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| Arthur Nonhof | Garden City CC |
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| Ken Larkins | Highland CC |
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| Ernie May | Kansas City Kansas CC |
| Bharathi Sudarsanam | Labette CC |
| Steve Yuza | Neosho CC |
| James Triplett | Pittsburg State U |
| Dave Chambers | Pratt CC |
| Michael Westerhaus | Pratt CC |
| Todd Carter | Seward County CC |
| Chris Haufler | U Kansas |
| Lee Boyd | Washburn U |

**Discipline:** Biology

**General Course Title:** General Biology I and II (Majors Sequence)

**Date Developed (and any modification):** Fall 2003; modified Fall 2005; modified Fall 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

**Course titles from each contributing College/ University for which the Core outcomes apply:**

| Course | Course No. | Credit Hrs. | Institution |
|---|---|---|---|
| Biology I and II | BIO 150 | 5/5 | Allen CC |
| Principles of Biology | Life 1402 | 5 | Barton CC |
| Majors Biology I and II | BI 120/ BI 130 | 5/5 | Butler CC |
| General Biology<br>Principles of Biology | SC 101<br>SC 110 | 4/5 | Cloud CC |
| Biology I and II | BIOL 206 / 207 | 5/5 | Coffeyville CC |
| Principles of Biology<br>Botany<br>Zoology | BI 177<br>BI 256<br>BI 285 | 5/5/5 | Colby CC |
| Bio 1/ Bio 2 | 4135/ 4135 | 5/5 | Cowley CC |
| | | | Dodge City CC |
| Principles of Biology<br>Biology of Animals<br>Biology of Plants | GB 140/141<br>BO 214/215<br>ZO 214/215 | 3/1<br>3/1<br>3/1 | Emporia State University |
| Principles of Biology | BIOL 180/180L | 3/1 | Fort Hays State University |
| Gen Bio | 1215 | 5 | Fort Scott CC |
| | | | Garden City CC |
| | | | Highland CC |
| Biology I and II | 104/105 | 4/5 | Hutchinson CC |
| | | | Independence CC |
| Bio 1 and Bio 2 | 135/ 150 | 4/ 5 | Johnson County CC |
| Biol | 121 | 5 | Kansas City CC |
| Biol/ Biol | 198/ 201 | 4/5 | Kansas State University |
| Bio/ Biio | | 5 | Labette CC |
| Bio 1/ Bio 2 | Bio 251/ 252<br>Bio 255/256 | 5<br>5 | Neosho CC |
| Bio 1/ Bio 2 | 211/212 | 4/4 | Pittsburg State University |
| Zoo / Bot | 145/ 155 | | Pratt CC |
| Zoo / Bot | 2515/ 2501 | 5/ 5 | Seward CC |
| Bio 1/ Bio 2 | 150/ 152 | 4/4 | University of Kansas |
| Bio/ Bot/ Zoo | 102/ 105/ 110 | 5/4/4 | Washburn University |
| Gen Bio I / II | 210/ 211 | 5/ 5 | Wichita State University |

**Comments:**

Washburn University, Emporia State University, and Fort Hays State University still prefer the three-semester sequence with Biology, Botany, and Zoology and may not accept direct transfer of Biology I and Biology II as equivalent.

**Core Outcomes:**

Upon completion of the two- or three-semester sequence of lecture/lab courses for biology majors, students will be able to describe, identify, and demonstrate an understanding of the following:

- Nature of science
- Atoms and molecules as the building blocks of life
- Structure and function of cells and cellular transport mechanisms
- Structure and function of organs and organ systems
- Energy and its use in various living organisms
- Cellular respiration
- Photosynthesis
- Cell cycle and the continuity of life
- Patterns of inheritance
- Meiosis, chromosomes, and the mechanism of heredity
- Molecular genetics, gene technology and bioethics
- Organismal growth and development
- Population genetics and evolution
- Speciation
- Phylogeny of organisms and the systems of classification
- Prokaryotes and viruses
- Kingdom Fungi
- Kingdom Protista
- Kingdom Plantae
- Kingdom Animalia
- Population dynamics and community ecology
- Ecosystems and biomes

**Comments:**

Response from the four-year institutions: Students will be examined on an individual basis regarding how to handle those that have two semesters instead of three semesters, where required. Four-year institutions will determine what additional classes will be needed.

**Participants:**

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**Discipline:** Biology

**General Course Title:** Microbiology

**Date Developed (and any modification):** September 2005

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Microbiology | BIO 271 | | *Fundamentals of Microbiology*, Alcamo | Allen County CC |
| | | | | Barton County CC |
| Microbiology | BIO 240 | | *Microbiology: A Human Perspective*, 4th edition, Nester | Butler CC |
| Microbiology | SC 111<br>SC 112 (lab) | | *Microbiology*, 8th edition, Tortora | Cloud County CC |
| Microbiology | BIO 204 | | *Microbiology*, Tortora | Coffeyville CC |
| Microbiology | BI 285 | | *Foundations in Microbiology*, Talaro | Colby CC |
| Microbiology | BIO 4160 | | *Microbiology: A Human Perspective*, Nester | Cowley County CC |
| Microbiology | BIO 210 | | *Introduction to Microbiology*, Ingraham and Ingraham | Dodge City CC |
| Microbiology | MC 316 | | *Microbiology: Principles and Explorations*, 6th edition, Jacquelyn G. Black | Emporia State U |
| Microbiology for Allied Health | BIOL 240 | | *Microbiology: A Human Perspective*, Nester | Fort Hays State U |
| Microbiology | BIO 1245 | | *Microbiology: A Human Perspective*, 4th edition, Nester | Fort Scott CC |
| Microbiology | BIOL 213 | | *Microbiology: A Human Perspective*, 4th edition, Nester | Garden City CC |
| Microbiology | BS 203 | | *Microbiology*, Tortora | Highland CC |
| General Microbiology | BI 112 | | *Microbiology: Principles and Explorations*, Jacquelyn Black | Hutchinson CC |
| Microbiology | BIO 2055 | | *Microbiology: An Introduction*, Tortora, Funke, and Case | Independence CC |
| Microbiology | BIOL 230 | | *Microbiology*, Bauman | Johnson County CC |
| Microbiology | BIOL 261 | | *Microbiology: Principles and Explorations*, Jacquelyn Black | Kansas City Kansas CC |
| General Microbiology | BIOL 455 | | *Brock Biology of Microorganisms*, Brock | Kansas State U |
| General Microbiology | 411 | | *Microbiology: An Introduction*, Tortora, Funke, and Case | Labette CC |
| Microbiology | BIOL 271 | | *Foundations in Microbiology*, 2005, Talaro | Neosho County CC |
| | | | | Pittsburg State U |
| Microbiology | BIO 265 | | *Microbiology*, Tortora | Pratt CC |

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Microbiology | BI 2705 | | *Microbiology: A Human Perspective*, Nester | Seward County CC |
| Basic Microbiology | BIOL 200 | | *Foundations in Microbiology*, 5th edition, Talaro | U Kansas |
| Introduction to Microbiology | BI 204<br>BI 205 (lab) | | *Microbiology: Principles and Explorations*, Jacquelyn Black | Washburn U |
| Introduction to Microbiology | BIOL 220 | | *Microbiology: A Human Perspective*, Nester | Wichita State U |

**Comments:**

Recommended Prerequisites: As a body, the core participants feel responsible for the quality of the content of this course. It is highly recommended that students entering this course have a strong foundation in the principles of biology and chemistry in order to facilitate learning of microbiology concepts and to help align the courses for a two-year Allied Health program with that of a four-year Allied Health program. It is for this reason that the group suggests a minimum prerequisite course in biology and would additionally like to see the students have a chemistry foundation as well.

**Core Outcomes:**

Upon completion of this course, students will demonstrate an understanding of the following:

Content Knowledge

- Microbial cell biology (25%)
  - Structure and function of prokaryotic and eucaryotic organisms
  - Structure and function of acellular infectious agents
  - Growth and division
  - Energy metabolism
  - Regulation of cellular activities
- Microbial genetics (20%)
  - Inheritance and flow of information
  - Causes, consequences, and significance of mutations
  - Exchange and acquisition of genetic information
  - Genetic engineering
  - Biotechnology
- Interactions of microorganisms and humans (50%)
  - Host defense mechanisms and immune systems
  - Pathogenicity mechanisms of cellular and acellular infectious agents
  - Disease transmission
  - Control of microorganisms
  - Antimicrobial agents
  - Epidemiology and public health
  - Adaptation and natural selection
  - Symbiosis
- Interactions and impact of microorganisms in the environment (5%)
  - Microbial recycling of resources
  - Microbes transforming the environment

Laboratory Skills

- Discipline specific
  - Practicing laboratory safety
  - Collecting and handling specimens
  - Isolating and identifying microorganism (differentiation)
  - Using a microscope
  - Pipetting and micropipetting
  - Using aseptic technique
  - Growing and controlling microorganisms
  - Utilizing basic antigen-antibody interactions
  - Making dilutions
- General
  - Effectively communicating scientific information
  - Finding and using appropriate resources
  - Critically evaluating information, results, and incompatibilities
  - Demonstrating ethical behavior and scientific integrity

**Comments:**

Recommendation: Allied health programs should include in their requirements a course in microbiology. According to ASM recommendations, topics that are felt to be essential or very important are listed, with estimates given for the percent of time devoted to each area. The principles of evolution, genetics, diversity, and ecology are integral to all disciplines of biology and must be included in the teaching of microbiology. In addition, this class should be taught with a laboratory component incorporating the skills listed.

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**Discipline:** Biology

**General Course Title:** Anatomy and Physiology

**Date Developed (and any modification):** September 2006

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Human Anatomy and Physiology | BIO 257 | 5 | *Hole's Human Anatomy and Physiology*, Shier et al. | Allen County CC |
| Anatomy and Physiology | Life 1408 | 5 | *Human Anatomy and Physiology*, Marieb | Barton County CC |
| Anatomy and Physiology; Anatomy and Physiology with Review I, II | BI 240; BI 226/227 | 5 4 (with review) | *Anatomy and Physiology*, Saladin | Butler CC |
| Human Anatomy, Human Physiology | SC 122 SC 123 | | *Anatomy and Physiology*, Stephens, Seeley, and Tate | Cloud County CC |
| Human Anatomy and Physiology 1 and 2 | SC 120 SC 121 | | *Anatomy and Physiology*, 4th edition, Saladin | Cloud County CC (Junction City Campus) |
| Anatomy and Physiology | BIOL 123-01 | | In between texts now; will adopt one | Coffeyville CC |
| Anatomy and Physiology I, II | BI 276 BI 277 | 8 total/ 2 semesters | *Human Anatomy and Physiology*, 7th edition, Marieb | Colby CC |
| Human Anatomy and Physiology | BIO 4150 | 5 | *Principles of Anatomy and Physiology*, Tortora and Derrickson, 11th ed.; *Laboratory Manual for Anatomy and Physiology*, 2nd edition, Allen and Harper | Cowley County CC |
| | | | | Dodge City CC |
| Introduction Human Anatomy and Physiology; Human Anatomy and Physiology | ZO 200/201, ZO 362/363 | | 200/201: *Hole's Essentials of Human Anatomy and Physiology*, 9th edition, 2006, Shier, et al.<br><br>362/363: *Hole's Human Anatomy and Physiology*, 11th edition, Shier et al. | Emporia State U |

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| | | | | Flint Hills TC |
| Human Anatomy and Physiology and two labs (Anatomy and Physiology) | BIOL 230/232/234 | 3 (lecture)<br>1 (each lab) | *Human Anatomy and Physiology*, 7th edition, Marieb | Fort Hays State U |
| Anatomy and Physiology | | 5 | *Hole's Human Anatomy and Physiology*, Shier et al. | Fort Scott CC |
| Anatomy and Physiology I and II | BIOL 211/212 | 4 (each course: 3 lecture and 1 lab) | *Anatomy and Physiology*, 7th edition, Seeley, Stephens, and Tate | Garden City CC (2 semesters) |
| | | | | Highland CC |
| | | | | Hutchinson CC |
| ??? | | 5 (lab/lecture) | *Hole's Human Anatomy and Physiology*, Shier et al. | Independence CC |
| Human Anatomy and Physiology | BIOL 144 | 5 | *Hole's Human Anatomy and Physiology*, Shier et al. (1 semester) | Johnson CC |
| | | | | Kansas City Kansas Area TS |
| Human Anatomy and Physiology | BIOL 143 (1 semester) | | *Hole's Human Anatomy and Physiology*, Shier et al. | Kansas City Kansas CC |
| | | | | Kansas State U |
| Physiology and Anatomy | BIOL 246/247 (Physiology) BIOL 240/241 (Anatomy) | 5 (Physiology) 5 (Anatomy) | *Human Anatomy*, Martini, Timmons, and Tallitsch<br><br>*Human Physiology*, Silverthorn | U Kansas |
| | | | | Kaw Area TS |
| Anatomy and Physiology | BIOL 0412 | | *Hole's Essentials of Human Anatomy and Physiology*, Shier, et al. *Laboratory Investigations in Anatomy and Physiology: Cat Version*, 9th edition, Sarikas et al. | Labette CC |
| | | | | Manhattan Area TC |
| Anatomy and Physiology | 257/258 | | *Hole's Human Anatomy and Physiology*, Shier et al. | Neosho CC |

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| | | | | North Central Kansas TC |
| | | | | Northeast Kansas TC |
| | | | | Northwest Kansas TC |
| Anatomy and Physiology | BIO 257/258 | 5 | *Anatomy and Physiology*, Seeley, Stephens, and Tate | Pittsburg State U |
| | | | | Pratt CC |
| | | | | Salina Area TS |
| Human Anatomy<br>Human Physiology | BI 2304<br>BI 2314 | | *Human Anatomy,* Van De Graaf<br>*Human Physiology*, Fox | Seward CC |
| Human Anatomy<br>Human Physiology | BI 275<br>BI 255 | | *Human Anatomy*, McKinley and O'Laughlin<br>*Human Physiology*, Silverthorn | Washburn U |
| | | | | Wichita Area TC |
| | | | | Wichita State U |

**Comments:**

Recommended Prerequisites: (1) college chemistry (introductory/general) and (2) college biology (introductory/general)

**Core Outcomes:**

The Anatomy and Physiology modules may be covered in a different sequence from that which is listed here. Content topics need not be taught in single blocks but may be integrated. Unifying themes, such as homeostasis, are emphasized throughout.

Body Plan and Organization

Students who have completed this section of the course should understand the scope of studies in anatomy and physiology and be able to use and understand descriptive anatomical and directional terminology. Topics include the following:

- Anatomical position
- Body planes, sections
- Body cavities and regions
- Directional terms
- Basic terminology
- Levels of organization
- Survey of body systems

Homeostasis

Students who have completed this section of the course should be able to explain the basic concept of homeostasis and how homeostatic mechanisms apply to body systems. Topics include the following:

- Negative feedback
- Positive feedback
- Homeostatic mechanisms
- Control systems

Chemistry and Cell Biology Review

Students who have completed this section of the course should be able to identify cellular structures and explain their respective functions. Topics include the following:

- Atoms and molecules
- Chemical bonding
- Inorganic compounds/solutions (including the concept of pH)
- Organic compounds
- Energy transfer using ATP
- Intracellular organization of nucleus and cytoplasm
- Membrane structure and function
- Mechanisms for movement of materials across cellular membranes
- Organelles
- Protein synthesis
- Cellular respiration (introduction)
- Somatic cell division (mitosis and cytokinesis)

Note: The intent of the prerequisites given earlier is to minimize the amount of time spent on the above section.

Histology

Students who have completed this section of the course should be able to describe the basic tissues of the body and their location and explain their functions. Topics include the following:

- Microscopic anatomy, location, and functional roles of the basic tissue types, including epithelial, connective, muscular, and nerve
- Membranes (mucous, serous, and synovial)

Integumentary System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the integumentary system and describe the functions of the system. Topics include the following:

- General functions of the skin
- Gross and microscopic anatomy of the skin and accessory structures
- Roles of the specific tissue layers of the skin
- Roles of the accessory structures

Skeletal System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the skeletal system and explain their functional roles in osteogenesis, repair, and body movement. Topics include the following:

- General functions of bone and the skeletal system
- Histology and structure of a typical bone
- Physiology of bone formation, growth, remodeling, and repair
- Names and markings of bones
- Organization of the skeleton
- Structure and function of joints
- Classification of joints

Muscular System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production. Topics include the following:

- General functions of muscle tissue
- Identification, general location, and comparative characteristics of skeletal, smooth, and cardiac muscle tissue
- Detailed gross and microscopic anatomy of skeletal muscle
- Physiology of skeletal muscle contraction
- Skeletal muscle metabolism
- Principles and types of whole muscle contraction
- Nomenclature of skeletal muscles
- Group actions of skeletal muscles (prime movers, synergists, etc.)
- Location and function of the major skeletal muscles

Nervous System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration. Topics include the following:

- General functions of the nervous system
- Organization of the nervous system from both anatomical and functional perspectives
- Gross and microscopic anatomy of the nerve tissue
- Neurophysiology, including mechanism of resting membrane potential, production of action potentials, and impulse transmission
- Neurotransmitters and their roles in synaptic transmission
- Sensory receptors and their roles
- Division, origin, and function of component parts of the brain
- Protective roles of the cranial bones, meninges, and cerebrospinal fluid
- Structure and function of cranial nerves
- Anatomy of the spinal cord and spinal nerves
- Reflexes and their roles in nervous system function

- Physiology of sensory and motor pathways in the brain and spinal cord
- Functions of the autonomic nervous system
- Comparison of somatic and autonomic nervous systems

Special Senses

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the eye and ear, and explain their functional roles in vision, hearing, and equilibrium. Students should also be able to identify and locate the receptors responsible for olfaction and gestation, and briefly describe the physiology of smell and taste.

Topics include the following:

- Gross and microscopic anatomy of the eye and ear
- Roles of specific tissues of the eye in vision
- Roles of specific tissues of the ear in hearing and equilibrium
- Olfactory receptors and their role in smell
- Gustatory receptors and their role in taste

Endocrine System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the endocrine system and explain the functional roles of their respective hormones in communication, control, and integration. Topics include the following:

- General functions of the endocrine system
- Definition and chemical classification of hormones
- Control of hormone secretion
- Mechanisms of hormone action at effectors
- Roles of the hypothalamus and pituitary gland
- Identity, secretory control, and functional roles of the major hormones of the pituitary, adrenal, thyroid, parathyroid, pancreas, gonads, and pineal glands, including the effects of hypo- and hypersecretion
- Functions of hormones secreted by other endocrine tissues and cells, such as erythropoietin, thymosin, digestive hormones, placental hormones, atrial natriuretic peptide, vitamin D, eicosanoids, and growth factors
- Hormonal response to stress

Note: Since the endocrine system plays a key role in the regulation and integration of body organ systems, detailed aspects of endocrine system function may be emphasized throughout the course.

Cardiovascular System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the cardiovascular system and explain their functional roles in transport and hemodynamics. Topics include the following:

- General functions of the cardiovascular system
- Formation and composition of blood plasma
- Identity, microscopic anatomy, numbers, formation, and functional roles of the formed elements of the blood

- Hemostasis, including coagulation of the blood
- ABO and Rh blood grouping
- Gross and microscopic anatomy of the heart, including the conduction system
- Physiology of cardiac muscle contraction
- Pattern of blood flow between heart chambers and between the heart and major vessels leading directly to or from the heart
- Cardiac cycle, including basic rhythm of heartbeat, pressure and volume changes, heart sounds, and electrocardiogram
- Regulation of stroke volume and heart rate
- Anatomy and functional roles of the different types of blood vessels
- Pattern of blood circulation throughout the body, including systemic, pulmonary, coronary, hepatic portal, and fetal circulations
- Blood pressure and its functional interrelationships with cardiac output, peripheral resistance, and hemodynamics

Lymphatic System and Immunity

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the lymphatic system and explain their functional roles in fluid dynamics and immunity. Topics include the following:

- General functions of the lymphatic system
- Gross and microscopic anatomy of the lymphatic system, including the pattern of lymph circulation
- Lymph formation and flow mechanisms
- Non-specific resistance to disease and the inflammatory response
- Antibody-mediated (humoral) immune response
- Cell-mediated immune response
- Roles of B cells and T cells in immune response

Respiratory System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the respiratory system and explain their functional roles in breathing/ventilation and in the processes of external and internal respiration. Topics include the following:

- General functions of the respiratory system
- Gross and microscopic anatomy of the respiratory tract and related organs
- Mechanisms of pulmonary ventilation
- Pulmonary air volumes and capacities
- Mechanisms of gas exchange in lungs and tissues
- Mechanisms of gas transport in the blood
- Control of pulmonary ventilation

Digestive System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the digestive system and explain their functional roles in digestion, absorption, excretion and elimination. Topics include the following:

- General functions of the digestive system
- Gross and microscopic anatomy of the GI tract and the accessory organs of digestion
- Mechanical and chemical processes of digestion and absorption
- Processes of excretion and elimination
- Hormonal and neural regulation of digestive processes
- Homeostatic integration with other systems

Metabolism

Students who have completed this section of the course should be able to explain the functional relationship among cellular, tissue and organ level metabolism, the role nutrition plays in metabolism, and the mechanisms by which metabolic rate is regulated in the body. Topics include the following:

- Cellular respiration
- Catabolism and anabolism of carbohydrates, lipids, and proteins
- Nutrition and metabolism
- Metabolic roles of specific tissues and organs, including the liver, adipose tissue, and skeletal muscle
- Hormonal and neural regulation of metabolism
- Energy balance, metabolic rate, and thermoregulation

Urinary System

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the urinary system and explain their functional roles. Topics include the following:

- General functions of the urinary system
- Gross and microscopic anatomy of the urinary tract, including detailed histology of the nephron
- Functional processes of urine formation, including filtration, reabsorption, secretion, and excretion
- Factors regulating and altering urine volume and composition, including the renin-angiotensin system and the roles of aldosterone and antidiuretic hormone
- Endocrine activities of the kidneys, such as vitamin D activation and secretion of erythropoietin
- Innervation and control of the urinary bladder

Fluid/Electrolyte and Acid/Base Balance

Students who have completed this section of the course should be able to identify and describe the physiology of the homeostatic mechanisms that control fluid/electrolyte and acid/base balance. Topics include the following:

- Regulation of water intake and output
- Description of the major fluid compartments, including intracellular, extracellular, intravascular, and interstitial
- Volume and chemical composition of major compartment fluids

- Movements between the major fluid compartments, causal forces, volumes, and electrolyte balance
- Buffer systems and their roles in acid/base balance
- Role of the respiratory system in acid/base balance
- Role of the urinary system in acid/base balance

Reproductive Systems

Students who have completed this section of the course should be able to identify and describe the major gross and microscopic anatomical components of the reproductive system and explain their functional roles in reproduction and inheritance. Topics include the following:

- General functions of the reproductive systems
- Gross and microscopic anatomy of the male and female reproductive tracts and external genitalia
- Reproductive cell division (meiosis, gametogenesis, folliculogenesis)
- Specific roles of the ovaries, uterine tubes, uterus, and vagina
- Specific roles of the testes, epididymis, ductus deferens, seminal vesicle, prostate, bulbourethral glands, and urethra
- Regulation of reproductive functions, including puberty, the female reproductive cycle, spermatogenesis, and the climacteric
- Development of the embryo/fetus and the hormonal changes during pregnancy
- Parturition and labor
- Mammary gland anatomy and physiology
- Sex determination and introductory human genetics

**Comments:**

It should be noted that the topics for this course may be covered in a different sequence from that listed here. In addition, topics may be covered in subsequent courses, as long as all topics are discussed. There may be some transferability questions if all course sequences are not taken at the same institution. If course requirements are met at the same institution, then expectations of successfully meeting the defined competencies are satisfied.

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**Discipline:** Chemistry

**General Course Title:** Chemistry I

**Date Developed (and any modification):** October 2011

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| College Chemistry I/II | 110/115 | 5/5 | Butler Community C. |
| College Chemistry I/II | 124/126 | 5/5 | Labette Community C. |
| University Chemistry I/II | 120/122 (Labs are 120L/122L) | 3 each for 120/122;<br>2 each for 120L/122L | Fort Hays State U. |
| College Chemistry I/II | 125/136 | 5/5 | Allen Community C. |
| Chemistry I/II | 131/132 | 5/5 | Cloud County Community C. |
| General Chemistry I/II | 211/212 | 5/5 | Wichita State U. |
| Chemistry I/II | 123/126 (Labs are 124/127) | 3 each for 123/126;<br>2 each for 124/127 | Emporia State U. |
| Chemistry I/II | 210/230 | 4/4 | Kansas State U. |
| Principles of Chemistry I/II | 103/104 | 5/5 | Coffeyville Community C. |
| Foundations of Chemistry I/II | 184/188 | 5/5 | U. of Kansas |
| Chemistry I/II | 111/112 | 5/5 | Kansas City KS Community C. |

**Comments:**

The group agreed to use this meeting to develop core competencies for the fundamental two-semester course sequence in the chemistry curriculum.

**Core Outcomes:**

**LECTURE PORTION OF CHEMISTRY**
Content of the course will prepare students to:

I. Explain the processes involved in the scientific method, and be able to apply it to investigate natural phenomena and solve problems.

II. Explain the design and significance of experiments that led to the adoption of modern atomic theory.

III. Recognize and interpret isotopic notation; understanding the relationship between average atomic masses and isotopic masses (example: calculating the average mass of an element given isotopic masses and natural abundance).

IV. Relate atomic mass to composition in terms of subatomic particles.

V. Descriptive chemistry of ionic and covalent compounds.
   a. Learn the names and symbols (or formulas) for often-used elements, simple and polyatomic ions, Arrhenius acids and bases, and simple ionic and covalent compounds.
   b. Describe and identify Arrhenius, Bronsted-Lowery, and Lewis acids and bases.
   c. Identify conjugate acids and bases.
   d. Determine the valence electron configuration of the s and p block elements and the 3d metals.
   e. Determine oxidation states and assign oxidation numbers of atoms in simple ions, and the central atoms of polyatomic ions and covalent compounds.
   f. Use the valence electron configuration to predict common oxidation numbers of group 1, 2, 13, 16, and 17 elements.
   g. Define periodic trends in electronegativity, ionization energy and electron affinity, and relate them to the electron configuration of the element.

VI. Solutions.
   a. Describe general properties of solutions.
   b. Understand the forces that affect the aqueous solubility of materials.
   c. Calculate the molar concentration of a solute.
   d. Describe procedures for preparing a solution of known molarity.

VII. Chemical reactions and stoichiometry.
   a. Classify chemical reactions and predict whether simple chemical reactions will proceed.
   b. Employ stoichiometric reasoning in evaluating reactions of gases, liquids and solids.
   c. Perform calculations that employ relationships involving masses, formula units, and the mole relationships.
   d. Determine empirical and molecular formula from appropriate data.
   e. Demonstrate the ability to balance chemical equations.
   f. Discuss solubility rules
   g. Write net ionic equations based on solubility rules.
   h. Balance simple acid base reactions
   i. Define oxidation and reduction.
   j. Balance simple redox reactions and determine the identity of the oxidizing and reduction agents.
   k. Determine limiting reagents from stoichiometric data; calculate the maximum product yield, and leftover reagent.
   l. Calculate theoretical yield from stoichiometric data.

VIII. Properties of solids, liquids, and gases
   a. Describe the origins and relative magnitudes of intermolecular forces.
   b. Relate phase behavior to nature of intermolecular forces.
   c. Compare general properties of solids, liquids and gases; including density, compressibility, heat capacity, and randomness intermolecular forces.
   d. Describe phase transitions and phase diagrams (e.g. triple point and critical point).
   e. Understand general properties of gases.
      i. Describe properties and temperatures of gasses to kinetic molecular theory.
      ii. Understand and employ ideal gas laws.
   f. Understand general properties of liquids.
   g. Understand general properties of solids.
      i. Compare and contrast properties of ionic, molecular and metallic solids.

IX. Describe, define, and perform calculations involving the following basic concepts of thermodynamics:
   a. Heat capacity.
   b. Calorimetry.
   c. Heat/Work/Energy.
   d. Enthalpy/Standard states.
   e. Hess's Law.
   f. Heat of formation.
   g. Phase changes/Energy.
   h. Use of other thermodynamic cycles in the determination of thermodynamic quantities, such as the lattice energy of an ionic solid.

X. Conceptually and quantitatively relate spectroscopic observation of atoms to quantum mechanical theories.
   a. Describe the historical development of and distinction between classical and wave mechanics.
   b. Describe the radial and angular dependence of solutions to the Schroedinger equation for hydrogen-like atoms (s, p, d orbitals).
   c. Describe the behavior of photons and electrons during electronic transitions between principle quantum levels and calculate the wavelength and frequency of light involved in these transitions.
   d. Using the Aufbau principle, write the electron configuration of many electron atoms and monatomic ions.
   e. Relate quantum mechanical theory to the organization of the periodic table and the periodic properties of elements.

XI. Molecular Bonding and Structure.
   a. Describe the characteristics of ionic and covalent bonding.
   b. Draw Lewis dot structures for atoms, simple ionic and molecular compounds.
   c. Predict the shape of simple molecules and ions using VSEPR theory.
   d. Explain how electronegativity differences relate to bond polarity.
   e. Identify polar and non-polar molecules.
   f. Understand valence bond descriptions of molecular structure and bonding.
   g. Understand hybridization, including $sp^3$, $sp^2$ and *sp* hybridization.
   h. Predict hybridization from VSEPR structures.

i. Determine bond orders and relate them to relative bond strength.
j. Describe the MO theory description of bonding and antibonding orbitals.
k. Relate MO theory to concepts such as the structural, energetic, spectroscopic, and magnetic properties of molecules.

**Committee Recommendations:**

Stephen Donnelly agreed to serve as convener for the next meeting. Future meetings should be aimed at developing a set of core competencies for (1) a one-semester introductory chemistry course, i.e., consumer chemistry, basic chemistry, or introductory chemistry; and (2) the Organic Chemistry I/II two-semester sequence.

**Participants:**

| | |
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| Peter Hierl | University of Kansas – Lawrence |
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| Chad Killblane | Cowley County Community College |
| Luka Kapkiai | Neosho County Community College |
| Stephen Donnelly | Fort Hays State University |

**Discipline:** Computer Science

**General Course Title:** Information Technology

**Date Developed (and any modification):** Fall 2006; modified Fall 2007; modified Fall 2010; modified Fall 2011

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Introduction to Computers | CS 101 | | *Discovering Computers 2010: Complete*, Shelley/Cashman | Allen County CC<br><br>Last Update: Oct. 2010 |
| Computer Concepts and Applications | BSTC 1036 | | *Microsoft Office 2007: Introductory Concepts and Technique,* Shelly/Cashman Series | Barton County CC<br><br>Last Update: Oct. 2010 |
| Computer Concepts | BE 160 | | Practical MS Office 2007 (w/CD), Parsons, 2008: Course Technology Inc. ISBN 9781423906049 and Computer Concepts: Illustrated Intro (w/CD), Parsons, 7th edition, 2009: Course Technology Inc ISBN 9781423999331. | Butler CC<br><br>Last Update: Oct. 2010 |
| Computer Applications | CS 108 | | *Course Technology*, 2nd edition, New Perspectives | Cloud County CC |
| Introduction to Software Applications | COMP 162 | | *Microsoft Office XP*, 6th edition, Ruthowsky | Coffeyville CC |
| Introduction to Computer Concepts and applications | CO176 | | Our Digital World, by Gordon, Lankisch, Muir, Seguin, and Verno, ©Paradigm Publishing, Inc. Shaffer/Carey/Finnegan/Adamski/Ageloff/Zimmerman/Zimmerman, New Perspectives on Microsoft Office 2007, First Course, Vista Edition, (978-1-4239-0615-5) Course Technology, 2008. | Colby CC<br><br>Last Update: Oct. 2010 |
| Introduction to Microcomputers | BDP 1516 | | | Cowley County CC |
| Computer Concepts and Applications | CS 101 | | Shaffer/Carey/Finnegan/Adamski/Ageloff/Zimmerman/Zimmerman, New Perspectives on Microsoft Office 2007, First Course, Premium Video Edition, ISBN: 978-0-324-78884-6 | Dodge City CC<br>Last Update:<br><br>Oct. 2010 |
| Introduction to Microcomputer Applications | IS 113 | | 2007, O'Leary & O'Leary from McGraw Hill | Emporia State U<br>Last Update: Oct. 2010 |
| Introduction to | MIS101 | | Custom Text: Pearson | Fort Hays |

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|---|---|---|---|---|
| Computer Info Systems | | | Technology in Action<br>MS Office 2007-Exploring Series | State U<br>Last Update: Oct. 2010 |
| Personal Computing | COM10 53000 | | Technology in Action (Pearson) | Fort Scott CC<br>Last Update: Oct. 2010 |
| Introduction to Computer Applications and Concepts | CSCI 1103 | | *Computer Concepts*, Shelly Cashman, Course Technology, 2005<br>*Microsoft Office 2003*, premium edition, Shelly/Cashman | Garden City CC |
| Introduction to Microcomputers | BUS 100 | | Not Selected | Highland CC |
| Microcomputer Applications | IS 104 | | *Microsoft Office 2003: Introductory Concepts and Techniques*, Shelly/Cashman<br>*Discovering Computers*, 2006 Brief Edition, Shelly/Cashman | Hutchinson CC |
| Computer Concepts and applications | CIT 1003 | | *Microsoft Office 2007: Custom Introduction and Advanced Concepts and Techniques*, Shelly/Cashman<br>*Discovering Computers*, 2008, Shelly/Cashman | Independence CC |
| Introduction to Computer Concepts and Applications | CIS 124 | | MIC. OFFICE 2007-ILLUS. INTRO.MS WIND X<br>*Author: BESKEEN, ISBN: 9781418860479, 2008* | Johnson County CC<br>Last Update: Oct. 2010 |
| Computer Concepts and Applications | CIST 101 | | *Custom course Pearson Custom Publishing Office 2010 and Windows 7 updates…* | Kansas City Kansas CC<br>Last Update Oct. 2010 |
| Introduction to Computing Systems, Information Search, and Security/ Introduction to Spreadsheet Applications/ Introduction to Database Applications/ Introduction to Word Processing Applications | CIS 101<br>CIS 102<br>CIS 103<br>CIS 104 | | Custom Program for CIS: *Introduction to Information Technology*, Kansas State University (2009). Pearson Custom Publishing.<br>*CIS 102 Kansas State Excel Custom Activity Book* (2007). Pearson Custom Publishing.<br>*CIS 103 Kansas State Excel Custom Activity Book* (2007). Pearson Custom Publishing.<br>*CIS 104 Kansas State Excel Custom Activity Book* (2007). Pearson Custom Publishing.<br><br>Selected chapters from:<br>*Exploring Microsoft Office 2007*, Volume 1, 2/E, Grauer, Barber, Hulett, and Krebs, 2008. | Kansas State U<br><br>Last Update: Oct. 2010 |
| Computer Concepts and Applications | CS 0715 | | *Microsoft Windows XP: Introductory Concepts and Techniques*, Shelly/Cashman<br>*Microsoft Office 2003*, Shelly/Cashman | Labette CC |
| Micro computer | CSIS 100 | | *Microsoft Office 2003* | Neosho |

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|---|---|---|---|---|
| Applications | | | | County CC |
| Computer Information Systems | CSIS 130 | | *Discovering Computers 2003*, Shelly | Pittsburg State U |
| Microcomputer applications | BUS 235 | | *Microsoft Office 2003*, Rutkosky<br>*Technology in Action*, Alan et al., 3rd edition | Pratt CC |
| Introduction to Computer Concepts/App | CS 1203 | | *Microsoft Office 2007* (Go! Series )<br>*Technology in Action*, Alan et al., 4th edition | Seward County CC |
| Introductions to Computer Based Information Systems | EECS 128 | | | U Kansas |
| Computer Concepts and Applications | CM 101 | | *Computer Concepts*, Shelly/Cashman | Washburn U<br>Last Update: Oct. 2010 |
| Introduction to Computers and Their Applications | CS 105 | | *Discovering Computers*, Shelly/Cashman | Wichita State U |
| Computer Applications | CIS 100 | 3 | *MS Office 2010, A Lesson Approach* McGraw Hill (2011*)* | |

**Comments:**

**Core Outcomes:**

In the areas listed, students should be able to do the following:

<u>Hardware</u>

- Demonstrate the understanding of specifications and configuration of computer hardware.

<u>Operating Systems and Systems Software</u>

- Identify the major roles of operating systems and systems software.

<u>Internet</u>

- Identify the impact, use, and information evaluation of the Internet.

<u>Word Processing</u>

- Use word processing software to create, edit and produce professional documents.

<u>Spreadsheets</u>

- Create spreadsheets and charts to analyze, investigate and/or interpret data to support problem solving process.

Database

- Design, create, maintain a database, and to produce easy access to information in multiple dimensions.

Presentation

- Use presentation software to create, edit, and produce professional presentations.

Integration

- Utilize the integration between different application software and technology.

Ethical Issues and Concepts

- Identify the ethical and social standards of conduct regarding the use of information and technology.

Cyber security

- Identify security threats and solutions.

**Comments:**

There continue to be more questions than discussion regarding information technology literacy as a general education course.

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**Discipline:** English

**General Course Title:** English Composition I and II

**Date Developed (and any modification):** November 5, 1999; modified document approved, September 15, 2006; Core Outcomes Statement reapproved, September 14, 2007; reapproved October 2, 2009.

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Institution |
|---|---|---|
| Eng Comp I and II | COL 101, COL 102 | Allen County CC |
| Eng Comp I and II | ENGL 1204, ENGL 1206 | Barton County CC |
| Eng Com I and II | EG 101, EG 102 | Butler County CC |
| Eng Com I and II | CM 101,CM 102 | Cloud County CC |
| Eng Comp I and II | ENGL 101, ENGL 102 | Coffeyville CC |
| Eng Comp I and II | EN 176, EN 177 | Colby CC |
| Eng Comp I and II | ENG 2211,ENG 2212 | Cowley County CC |
| Eng Comp I and II | ENG 102, ENG 103 | Dodge City CC |
| Eng Com I and II | EG 101, EG 102 | Emporia State U |
| Eng Com I and II | ENG 101, ENG 102 | Fort Hays State U |
| Eng Comp I and II | ENG 1013, 1023 | Fort Scott CC |
| Eng Comp I and II | ENGL 101, ENGL 102 | Garden City CC |
| Eng Comp I and II | ENG101, ENG 102 | Highland CC |
| Eng Comp I and II | EN 101, EN 102 | Hutchinson CC |
| Eng Com I and II | ENG 1003. ENG 1013 | Independence CC |
| Eng Com I and II | ENG 121,ENG 122 | Johnson County CC |
| Eng Comp I and II | ENG 101, ENG 102 | Kansas City Kansas CC |
| Eng Comp I and II | ENGL 100, ENG 200 | Kansas State U |
| Eng Comp I and II | 1513, 1514 | Labette CC |
| Eng Comp I and II | ENGL 101,ENGL 289 | Neosho County CC |
| Eng Com I and II | ENG 101, 190 or 289 | Pittsburg State U |
| Eng Com I and II | ENG 176, ENG 177 | Pratt CC |
| Eng Comp I and II | EG 1103, EG 1113 | Seward County CC |
| Eng Comp I and II | ENGLISH 101, ENGLISH 102 | U Kansas |
| Eng Comp I and II | EN 101, EN 300 | Washburn U |
| Eng Comp I and II | ENGL 101, 102 | Wichita State U |

**Comments:**

The committee reapproved the Core Outcomes as revised in 2006 and re-emphasized the following statement taken from the full outcomes statement:

> "Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. These composition outcome statements describe what we expect to find at the end of the required Composition sequence."

**Core Outcomes:**

The following statements describe only what we expect to find at the end of the required composition sequence:

Rhetorical Knowledge

By the end of the required composition sequence, students should be able to do the following:

- Focus on a purpose.
- Respond to the needs of different audiences.
- Respond appropriately to different kinds of rhetorical situations.
- Use conventions of format and structure appropriate to the rhetorical situation.
- Adopt appropriate voice, tone, and level of formality.
- Understand how rhetorical situations shape reading and writing.
-

Critical Thinking, Reading, and Writing

By the end of the required composition sequence, students should be able to do the following:

- Use writing and reading for inquiry, learning, thinking, and communicating.
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- Integrate their own ideas with those of others.
- Understand the relationships among language, knowledge, and power.

Processes

By the end of the required composition sequence, students should be able to do the following:

- Be aware that it usually takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for prewriting, researching, drafting, revising, editing, and proofreading.
- Understand writing as an open process that permits writers to use later invention and rethinking to revise their work.
- Understand the collaborative and social aspects of writing processes.
- Learn to critique their own and others' work.
- Use technologies appropriate to the writing process.

Knowledge of Conventions

By the end of the required composition sequence, students should be able to do the following:

- Learn common formats for different kinds of texts.
- Demonstrate that different writing situations require different structural, stylistic, and mechanical conventions.
- Practice appropriate and ethical means of creating and documenting their work.
- Control such surface features as syntax, grammar, punctuation, and spelling

**Comments:**

Writing instructors representing English departments in Kansas Public Institutions of Higher Education adapted this document from the "WPA Outcomes Statement for First-Year Composition" (adopted November 5, 1999 / modified September 15, 2006 / reapproved September 14, 2007).

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**Discipline:** English

**General Course Title:** Literature

**Date Developed (and any modification):** September 16, 2005; reapproved Core Outcomes Statement, September 14, 2007; reapproved October 2, 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Intro to Literature | | | Allen County CC |
| Intro to Literature | LITR 1210 | | Barton County CC |
| Intro to Literature | LT 201 | | Butler CC |
| Intro to Literature | | | Cloud County CC |
| Intro to Literature | | | Coffeyville CC |
| Intro to Literature | | | Colby CC |
| Intro to Literature | | | Colby CC |
| Intro to Literature | | | Cowley County CC |
| Intro to Literature | | | Dodge City CC |
| Intro to Literature | EG 207 | | Emporia State U |
| Intro to Literature | ENGL 126 | | Fort Hays State U |
| Intro to Literature | | | Fort Scott CC |
| Intro to Literature | | | Garden City CC |
| Intro to Literature | | | Highland CC |
| Intro to Literature | EN 201 | | Hutchinson CC |
| Intro to Literature | | | Independence CC |
| Intro to Literature | ENG 130 | | Johnson County CC |
| Intro to Literature | ENGL 104 | | Kansas City Kansas CC |
| Intro to Literature | ENGL 251 | | Kansas State U |
| Intro to Literature | 1540 | | Labette CC |
| Intro to Literature | | | Neosho County CC |
| Intro to Literature | | | Pittsburg State U |
| Intro to Literature | LIT 237 | | Pratt CC |
| Intro to Literature | | | Seward County CC |
| Intro to Literature | | | U Kansas |
| Intro to Literature | EN 135 | | Washburn U |
| Intro to Literature | | | Wichita State U |

**Comments:**

**Core Outcomes:**

The Introduction to Literature student will demonstrate a college-level ability to do the following:

- Communicate an awareness of the range and complexity of human experience as expressed through literature.
- Examine the interactions of reader and writer in the creation meaning.
- Articulate the distinctive features of various genres.
- Apply modes of critical inquiry specific to the discipline.
- Write thoughtful literary analysis using appropriate terminology and conventions.

**Comments:**

**Participants:**

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**Discipline:** History

**General Course Title:** World Civilization

**Date Developed (and any modification):** September 16, 2005; modified September 12, 2008

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| | | | Allen County CC |
| | | | Barton County CC |
| History of World Civilization I and II | HS201, HS202 | 3,3 | Butler CC |
| Western Civilization I and II | SS123, SS124 | 3,3 | Cloud County CC |
| | | | Coffeyville CC |
| World Civilization to 1660/World Civilization since 1660 | HI104/HI204 | 3/3 | Colby CC |
| | | | Cowley County CC |
| Western Civilization I and II | | 3,3 | Dodge City CC |
| | | | Emporia State U |
| World Civilization to 1500, Modern World Civilization | HIST 110, HIST111 | 3,3 | Fort Hays State U |
| History of Civilization I and II | HIST 201,HIST202 | 3,3 | Fort Scott CC |
| | | | Garden City CC |
| | | | Highland CC |
| | | | Hutchinson CC |
| | | | Independence CC |
| | | | Johnson County CC |
| World Civilization I and II | HIST 115, HIST 116 | 3,3 | Kansas City Kansas CC |
| World Civilization to 1500, World Civilization since 1500 | changing | 3,3 | Labette CC |
| | | | Neosho County CC |
| World History to 1500, World History since 1500 | HIST 101, HIST 102 | 3,3 | Pittsburg State U |
| | | | Pratt CC |
| | | | Seward County CC |
| | | | U Kansas |

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Early World History, Changing World History, and Modern World History | HI 100, HI 101, HI 102 | 3,3,3 | Washburn U |
| World Civilization to 1500, World Civilization 1500 to Present | HIST 103, HIST100 | 3,3 | Wichita State U |

**Comments:**

**Core Outcomes:**

Instructors may want to alter the order of the subjects that are listed below. Subjects may be arranged to accommodate both two-semester and three-semester syllabi.

Historical Literacy/Historian's Craft

Students should be able to demonstrate historical literacy through the following skills and competencies:

- Recognize history as a series of historiographical discussions.
- Think critically.
- Utilize the basic tools of the craft of history:
  - Research primary and secondary sources both in print and electronic forms.
  - Use library systems and search processes.
  - Analyze and synthesize historical materials and ideas.
  - Analyze and prioritize information.
  - Write and communicate clearly.
- Demonstrate an understanding of chronology and change over time.

Various Historical Perspectives and the Historian's Craft

Through clear communication, students should demonstrate an understanding and be able to analyze and synthesize some or all of the following historical lenses:

- Arts and literature
- Cultural identity
- Diffusions and encounters
- Economics
- Environment
- Ethnicity and race
- Gender
- Global thinking
- Intellectual culture
- Material culture
- Military developments
- Politics

- Influential individuals and ideas of leadership
- Social constructs
- Scientific/technological developments

Origins and Characteristics of Prehistory

Relative to tracing and evaluating the origins and characteristics of prehistory, students should be able to do the following**:**

- Identify stages of human evolution.
- Analyze the characteristics of Paleolithic societies.
- Evaluate the impacts of the Neolithic transformation/revolution.

Origins and Characteristics of the Earliest Major Civilizations

Students should be able to trace and evaluate the origins and characteristics of the earliest major civilizations, including the following:

- Mesopotamia
- Egypt
- Indus Valley
- China
- Sub-Saharan Africa
- Americas

Significant Religious Traditions of the Ancient, Classical, and Medieval Worlds

Students should be able to describe and analyze the significant religious traditions of the ancient, classical, and medieval worlds, including the following:

- Primalism/indigenous religions
- Olympian religions
- Judaism
- Buddhism
- Confucianism
- Daoism
- Hinduism
- Zoroastrianism
- Christianity
- Islam

Significant Political, Social, Economic, and Cultural Developments of the Ancient and Classical World

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of the ancient and classical worlds, including the following:

- China
- Greece
- India
- Persia
- Hellenistic World

- Rome
- Americas

Significant Political, Social, Economic, and Cultural Developments of the Post-Classical Civilizations

Students should be able to describe and analyze the significant political, social, economic, and cultural transformations, developments, and contributions of the post-classical civilizations, including the following:

- Transformation of the Roman world and development of post-Roman societies.
- Development of Byzantium and Christian Europe.
- Development and spread of Islam.
- Development and contribution of Southeast Asian cultures.
- Development and contribution of the Indian subcontinent.
- Development and contributions of Eurasian trade networks.

Significant Political, Social, Economic, and Cultural Developments of the Nomadic Societies

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of the Nomadic societies, including the following:

- Characteristics of Eurasian Nomadic societies.
- Impacts of Nomads on the development of civilizations.

Significant Political, Social, Economic, and Cultural Developments of Sub-Saharan Africa, the Americas, and Oceania

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of the Sub-Saharan Africa, the Americas, and Oceania between 1000 and 1500 C.E., including the following:

- Characteristics of Sub-Saharan Africa, the Americas, and Oceania.
- Impacts of Sub-Saharan Africa, the Americas, and Oceania on world cultures.

Significant Political, Social, Economic, and Cultural Developments of Medieval European Civilizations

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of medieval European civilizations, including the following:

- Characteristics of medieval European civilizations.
- Cultural interactions between Western Europe and the Islamic world.
- Cultural interactions between Western Europe, Sub-Saharan Africa, and South and East Asia.

Significant Political, Social, Economic, Religious, and Cultural Developments of Global Integrations

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of global integrations, including the following:

- Shaping of the Mongol Empire and its impact.
- Development of trade networks.
- European voyages of exploration.
- Formation and consequences of European colonization.
- Impacts of global interactions on world societies.

- Transformations of coercive labor systems, including serfdom and slavery.
- Similarities between Atlantic Basin and Indian Basin trade systems.

Significant Political, Social, Economic, Religious, and Cultural Developments on the Eve of the Modern World

Students should be able to describe and analyze the significant political, social, economic, and cultural developments on the eve of the modern world, including the following:

- Development and trends in East Asia, 1500-1800.
- Developments and trends in the Islamic empires of the Savafids, Ottomans, and Mughal, India.
- Developments and trends in Sub-Saharan Africa.
- Developments and trends in Western Europe.
    - Renaissance and Reformation
    - Scientific Revolution
    - Absolutism and Constitutionalism
    - Enlightenment

Significant Political, Social, Economic, Religious, and Cultural Developments of the Revolutionary West and the World

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of the revolutionary West and the world, including the following:

- How the West revolutionized itself.
    - Revolutionary movements from 1776 to 1848.
    - Ideologies of the revolutionary era, including Liberalism, Conservatism, Democracy, Nationalism, Republicanism, and Socialisms.
    - Processes and consequences of the Industrial Revolution and Industrial Capitalism.
- Development of Imperialism.

Significant Political, Social, Economic, Religious, and Cultural Developments of the Contemporary World

Students should be able to describe and analyze the significant political, social, economic, and cultural developments of the contemporary world, including the following:

- Crises in modern thought.
- Causes and global consequences of World War I.
- Bolshevik Revolution and the rise of Leninism and Stalinism.
- Causes and global consequences of World War II.
- Decline of European power and the shifting balance of global power and influence.
- Causes and global consequences of the Cold War.
- Anti-colonialism in Africa, Asia, Latin America, and the Middle East.
- Contemporary issues in a global context.

**Comments:**

Instructors may want to alter the order of the subjects that are listed. Subjects may be arranged to accommodate both two-semester and three-semester syllabi.

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**Discipline:** Mathematics

**General Course Title:** Beginnning/Elementary Algebra

**Date Developed (and any modification):** Unknown

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course title | Course Number | Credit Hours | Institutions |
|---|---|---|---|
| Beginning Algebra | MAT 015 | 3 | Allen County CC |
| Basic Algebra | MATH 1821 | 3 | Barton County CC |
| Fundamentals of Algebra | MA 060 | 3 | Butler CC |
| Elementary Algebra | MA 099 | 3 | Cloud County CC |
| n/a | n/a | n/a | Coffeyville CC |
| Beginning Algebra | MA 076 | 3 | Colby CC |
| Elementary Algebra | EBM 4405 | 3 | Cowley County CC |
| Elementary Algebra | MATH 090 | 3 | Dodge City CC |
| Beginning Algebra | MA 095 | 3 | Emporia State U |
| n/a | n/a | n/a | Fort Hays State U |
| Elementary Algebra | MAT 0953 | 3 | Fort Scott CC |
| Beginning Algebra | MATH 006 | 3 | Garden City CC |
| Beginning Algebra | MAT 100 | 3 | Highland CC |
| Basic Algebra | MA 098 | 3 | Hutchinson CC |
| n/a | n/a | n/a | Independence CC |
| Introduction to Algebra | MATH 115 | | Johnson County CC |
| Elementary Algebra | MATH 099 | 3 | Kansas City Kansas CC |
| Beginning Algebra | MA 1717 | 3 | Labette CC |
| Beginning Algebra | MATH 011 | 3 | Neosho County CC |
| Elementary Algebra | MATH 017 | 3 | Pittsburg State U |
| Beginning Algebra | MTH 076 | 3 | Pratt CC |
| n/a | n/a | n/a | Kansas State U |
| Beginning Algebra | MA 0043 | 3 | Seward County CC |
| n/a | n/a | n/a | U Kansas |
| Basic Algebra | MA 103 | 3 | Washburn U |
| Beginning Algebra | MATH 011 | 5 | Wichita State U |

**Comments:**

**Core Outcomes:**

Students will be expected to use appropriate technology as one tool to achieve the following outcomes:

Arithmetic and Algebraic Manipulation

- Evaluate arithmetic expressions, including absolute value, using the order of operations and properties of real numbers.
- Evaluate algebraic expressions.
- Apply the laws of exponents to simplify expressions containing integer exponents.
- Express numbers in scientific notation.
- Perform addition, subtraction, multiplication, and division on polynomial expressions.
- Factor expressions with common factors, expressions that require grouping, trinomial expressions, and differences of squares.
- Perform addition, subtraction, multiplication, and division on rational expressions.
- Evaluate radicals, approximating those that are irrational.
- Simplify numeric radicals using the product and quotient rules.

Equations and Inequalities

- Solve linear equations in one variable.
- Solve proportional equations.
- Solve linear inequalities in one variable, showing solutions on the real number line.
- Solve literal equations that do not require factoring.
- Solve quadratic equations by factoring.
- Develop and solve mathematical models including number, geometry, and percentage applications.

Graphs on a Coordinate Plane

- Plot points correctly on a coordinate plane.
- Graph linear equations by plotting points.
- Graph linear equations by using intercepts.
- Graph linear equations using the y-intercept and slope.

Analysis of Equations and Graphs

- Identify the x-intercept, y-intercept, and slope of a line, given its graph.
- Identify the x-intercept, y-intercept, and slope of a line, given its equation.
- Determine the equation of a line, given its graph, its slope and y-intercept, or its slope and a point on the line.
- Determine equations of both horizontal and vertical lines.
- Determine whether or not an equation is linear.
- Calculate the slope of a line passing through two given points.

**Comments:**

**Participants:**

This information is not available.

**Discipline:** Mathematics

**General Course Title:** College Algebra

**Date Developed (and any modification):** Unknown; revised September 2004

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| College Algebra | MAT 105 | 3 | Allen County CC |
| College Algebra | MATH 1828 | 3 | Barton County CC |
| College Algebra | MA 135 | 3 | Butler CC |
| College Algebra | MA 111 | 3 | Cloud County CC |
| College Algebra | MATH 105 | 3 | Coffeyville CC |
| College Algebra | MA 178 | 3 | Colby CC |
| College Algebra | MTH 4420 | 3 | Cowley County CC |
| College Algebra | MATH 106 | 3 | Dodge City CC |
| College Algebra | MA 110 | 3 | Emporia State University |
| College Algebra | MA 110 | 3 | Fort Hays State University |
| College Algebra | MAT 1083 | 3 | Fort Scott CC |
| College Algebra | MATH 108 | 3 | Garden City CC |
| College Algebra | MAT 104 | 3 | Highland CC |
| College Algebra | MA 106 | 3 | Hutchinson CC |
| College Algebra | MAT 1023 | 3 | Independence CC |
| College Algebra | MATH 171 | 3 | Johnson County CC |
| College Algebra | MATH 105 | 3 | Kansas City Kansas CC |
| College Algebra | MATH 100 | 3 | Kansas State University |
| College Algebra | MA 1717 | 3 | Labette CC |
| College Algebra | MAT 135 | 3 | Manhattan Area Tech. College |
| College Algebra | MATH 113 | 3 | Neosho County CC |
| College Algebra | MTH 178 | 3 | Pratt CC |
| College Algebra | MATH 113 | 3 | Pittsburg State University |
| College Algebra | MATH 1173 | 3 | Seward County CC |
| College Algebra | MATH 101 | 3 | University of Kansas |
| College Algebra | MA 116 | 3 | Washburn University |
| College Algebra | MATH 111 | 3 | Wichita State University |

**Comments:**

**Core Outcomes:**

Students will be expected to use appropriate technology as one tool to achieve the following outcomes:

Analysis and Graphing of Functions and Equations

- Use functional notation.
- Recognize and distinguish between functions and relations (equations).
- Use concepts of symmetry, intercepts, left- and right-hand behavior, asymptotes, and transformations to sketch the graph of various types of functions (constant, linear, quadratic,

absolute value, piecewise-defined, square root, cubic, polynomial, rational, exponential, and logarithmic) or relations (circle) given in description.
- Determine the domain and range of a function.
- Write the equation that describes a function (for types given above) or circle given its description.
- Use graphs of functions for analysis.
- Find arithmetic combinations and composites of functions.
- Find the inverse of a function.

Solutions of Equations and Inequalities

- Solve equations listed in the third bullet above, i.e., literal equations, quadratic equations by factoring and the quadratic formula, equations involving rational expressions, equations involving radicals, and equations involving absolute value expressions, along with equations involving exponential or logarithmic functions.
- Solve inequalities of the following types: linear (in one and two variables), polynomial, rational, absolute value.
- Solve systems of inequalities by graphing.
- Apply equations from the first bullet in this core outcome to real-world situations, including but not limited to depreciation, growth and decay, and max/min problems.
- Examine and analyze data, make predictions/interpretations, and do basic modeling.
- Solve systems of equations by various methods, including matrices.

**Comments:**

**Participants:**

This information is not available.

**Discipline:** Mathematics

**General Course Title:** Intermediate Algebra

**Date Developed (and any modification):** Unknown

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institutions |
|---|---|---|---|
| Intermediate Algebra | MAT 020 | 3 | Allen County CC |
| Intermediate Algebra | MATH 1824 | 3 | Barton County CC |
| Intermediate Algebra | MA 125 | 3 | Butler CC |
| Intermediate Algebra | MA 110 | 3 | Cloud County CC |
| Intermediate Algebra | MATH 102 | 3 | Coffeyville CC |
| Intermediate Algebra | MA 177 | 3 | Colby CC |
| Intermediate Algebra | MTH 4410 | 3 | Cowley County CC |
| Intermediate Algebra | MATH 091 | 3 | Dodge City CC |
| Intermediate Algebra | MA 098 | 3 | Emporia State U |
| Intermediate Algebra | MA 010 | 3 | Fort Hays State U |
| Intermediate Algebra | MAT 1073 | 3 | Fort Scott CC |
| Intermediate Algebra | MATH 107 | 3 | Garden City CC |
| Intermediate Algebra | MAT 103 | 3 | Highland CC |
| Intermediate Algebra | MA 105 | 3 | Hutchinson CC |
| Intermediate Algebra | DEV 0334 | 3 | Independence CC |
| Intermediate Algebra | MATH 116 | 3 | Johnson County CC |
| Intermediate Algebra | MATH 104 | 3 | Kansas City Kansas CC |
| Intermediate Algebra | MA 1718 | 3 | Labette CC |
| Intermediate Algebra | MATH 112 | 3 | Neosho County CC |
| Intermediate Algebra | MTH 130 | 3 | Pratt CC |
| Intermediate Algebra | MATH 019 | 3 | Pittsburg State U |
| Intermediate Algebra | MATH 010 | 3 | Kansas State U |
| Intermediate Algebra | MA 1103 | 3 | Seward County CC |
| Intermediate Math | MATH 002 | 3 | U Kansas |
| Intermediate Algebra | MA 104 | 3 | Washburn U |
| Intermediate Algebra | MATH 012 | 3 | Wichita State U |

**Comments:**

**Core Outcomes:**

It is assumed that students entering an Intermediate Algebra course will have competencies from prerequisite courses. Students will be expected to use appropriate technology as one tool to achieve the following outcomes:

Arithmetic and Algebraic Manipulation

- Factor quadratic expressions, expressions of quadratic form, special forms, and factor by grouping.
- Perform addition, subtraction, multiplication, and division on rational expressions.
- Simplify complex fractions.
- Apply the laws of exponents to simplify expressions containing rational exponents.
- Apply the laws of radicals to perform addition, subtraction, and multiplication on expressions involving radicals. Rationalize denominators containing radicals.
- Simplify radicals containing negative radicands. Perform arithmetic operations on complex numbers.
- Evaluate functions using function notation.

Equations and Inequalities

- Solve linear inequalities in one variable showing solutions both on the real number line and in interval notation.
- Solve literal equations, including those that require factoring.
- Solve systems of linear equations in two variables.
- Solve equations by factoring and quadratic formula.
- Solve equations containing rational expressions.
- Solve equations involving radicals.
- Solve linear absolute value equations and inequalities in one variable.
- Develop and solve mathematical models including variation, mixture, motion, work, and geometrical applications.

Graphs on a Coordinate Plane

- Graph linear inequalities.
- Graph quadratic functions.

Analysis of Equations and Graphs

- Determine an equation of a line given either sufficient information (two points) or a particular condition (perpendicular to a given line, parallel to a given line through a specific point, through a specific point with a given slope, etc.).
- Calculate the distance between two points.
- Distinguish between functions and relations using the Vertical Line Test.
- Identify the domain and range of a function given its graph.

**Participants:**

This information is not available.

**General Course Title:** (Plane) Trigonometry

**Date Developed (and any modification):** modified September 2008

**Courses from Each Participating College/University for which Core Outcomes Apply:**

**Courses titles from each participating College/University for which the core competencies apply:**

| Course title | Course Number | Credits | Institutions |
|---|---|---|---|
| Plane Trigonometry | MAT 106 | 3 | Allen |
| Trigonometry | MATH 1830 | 3 | Barton |
| Trigonometry | MA 140 | 3 | Butler |
| Trigonometry | MA 112 | 3 | Cloud |
| Trigonometry | MATH 106 | 3 | Coffeyville |
| Plane Trigonometry | MA 185 | 3 | Colby |
| Trigonometry | MTH 4425 | 3 | Cowley |
| Trigonometry | MATH 110 | 3 | Dodge City |
| Trigonometry | MA 112 | 2 | Emporia |
| Plane Trigonometry | MA 122 | 3 | Fort Hays State |
| Trigonometry | MAT 1093 | 3 | Fort Scott |
| Plane Trigonometry | MATH 109 | 3 | Garden City |
| Plane Trigonometry | MAT 105 | 3 | Highland |
| Trigonometry | MATH 172 | 3 | Johnson County |
| Plane Trigonometry | MA 107 | 3 | Hutchinson |
| Plane Trigonometry | MAT 1093 | 3 | Independence |
| Trigonometry | MATH 112 | 2 | Kansas City Kansas |
| Trigonometry | MA 1730 | 3 | Labette |
| Plane Trigonometry | MATH 122 | 3 | Neosho |
| Trigonometry | MTH 183 | 3 | Pratt |
| Trigonometry | MATH 122 | 3 | PSU |
| Plane Trigonometry | MATH 150 | 3 | KSU |
| Trigonometry | MA 1183 | 3 | Seward |
| Trigonometry | MATH 103 | 2 | University of Kansas |
| Trigonometry | MA 117 | 3 | Washburn |
| Trigonometry | MATH 123 | 3 | Wichita State University |

**Comments:**

**Core Competencies:**

It is assumed that students entering a Trigonometry course will have competencies from previous courses. Students will be expected to use appropriate technology as one tool to achieve competency in this course. The student will:

1. Understand the basic definitions of trigonometric functions using both a right triangle and the unit circle.
2. Solve right triangles, and know trigonometric function values for special angles.
3. Understand radian definition and measurement, and understand circular functions as real-valued functions.

4. Analyze the graphs of the six basic trigonometric functions and their arithmetic combinations using the concepts of period, phase shift, amplitude, and displacement.
5. Derive/verify trigonometric identities, including but not limited to double angle, half angle, angle sum and angle difference identities.
6. Define, graph, and analyze inverse trigonometric functions.
7. Solve equations involving trigonometric functions.
8. Find solutions of oblique triangles using the Law of Cosines or Law of Sines.
9. Solve applications, including but not limited to vectors.

**Discipline:** Mathematics

**General Course Title:** Calculus I

**Date Developed (and any modification):** September 14, 2007; modified September 12, 2008

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Calculus with Analytic Geometry I | MAT 123 | 5 | Allen County CC |
| Analytic Geometry and Calculus I | MATH 1832 | 5 | Barton County CC |
| Calculus with Analytic Geometry I | MA 151 | 5 | Butler CC |
| Analytic Geometry and Calculus I | MA 120 | 5 | Cloud County CC |
| Calculus with Analytic Geometry I | MATH 115 | 5 | Coffeyville CC |
| Calculus I | MA 220 | 5 | Colby CC |
| Calculus I | MTH 4435 | 5 | Cowley County CC |
| Analytic Geometry and Calculus I | MATH 120 | 5 | Dodge City CC |
| Calculus I | MA 161 | 5 | Emporia State U |
| Analytic Geometry and Calculus I | MA 234 | 5 | Fort Hays State U |
| Calculus with Analytic Geometry I | MAT 1015 | 5 | Fort Scott CC |
| Calculus and Analytic Geometry I | MATH 122 | 5 | Garden City CC |
| Calculus I | MAT 106 | 5 | Highland CC |
| Analytical Geometry and Calculus I | MA 111 | 5 | Hutchinson CC |
| Analytic Geometry and Calculus I | MAT 1055 | 5 | Independence CC |
| Calculus I | MATH 241 | 5 | Johnson County CC |
| Calculus and Analytic Geometry I | MATH 122 | 5 | Kansas City Kansas CC |
| Calculus I | MA 1751 | 5 | Labette CC |
| Analytic Geometry and Calculus I | MATH 150 | | Neosho County CC |
| Calculus I | MATH 150 | 5 | Pittsburg State U |
| Analytical Geometry and Calculus I | MTH 191 | 5 | Pratt CC |
| Analytical Geometry and Calculus I | MATH 220 | 5 | Kansas State U |
| Analytic Geometry and Calculus I | MA 2605 | 5 | Seward County CC |
| Calculus I | MATH 121 | 5 | U Kansas |
| Calculus and Analytic Geometry I | MA 151 | 5 | Washburn U |
| Calculus I | MATH 242 | 5 | Wichita State U |

**Comments:**

**Core Outcomes:**

(Content Outline and Competencies for Engineering Calculus I)

Using Limits

- Evaluation of Limits
  - Evaluate the limit of a function at a point both algebraically and graphically.
  - Evaluate the limit of a function at infinity both algebraically and graphically.
  - Use the definition of a limit to verify a value for the limit of a function.
- Use of Limits
  - Use the limit to determine the continuity of a function.
  - Apply the Intermediate-Value Theorem.
  - Use the limit to determine differentiability of a function.
- Limiting Process
  - Use the limiting process to find the derivative of a function.

Finding Derivatives

- Find derivatives involving powers, exponents, and sums.
- Find derivatives involving products and quotients.
- Find derivatives involving the chain rule.
- Find derivatives involving exponential, logarithmic, and trigonometric functions.
- Find derivatives involving hyperbolic and inverse trigonometric functions.*****
- Find derivatives involving implicit differentiation.
- Use the derivative to find velocity, acceleration, and other rates of change.
- Use the derivative to find the equation of a line tangent to a curve at a given point.

Using Derivatives

- Curve Sketching
  - Use the first derivative to find critical points.
  - Apply the Mean-Value Theorem for derivatives.
  - Determine the behavior of a function using the first derivative.
  - Use the second derivative to find inflection points.
  - Determine the concavity of a function using the second derivative.
  - Sketch the graph of the function using information gathered from the first and second derivatives.
  - Interpret graphs of functions.
- Applications of Derivatives
  - Use optimization techniques in areas such as economics, the life sciences, the physical sciences, and geometry.
  - Solve related rates problems.
  - Use Newton's Method.
  - Use differentials to estimate change.
  - Find limits using L'Hopital's Rule.*****

Finding Integrals

- Find area using Riemann sums and integrals.
- Express the limit of a Riemann sum as a definite integral.
- Evaluate the definite integral using geometry.
- Integrate algebraic, exponential,* and trigonometric functions.
- Evaluate definite integrals using the Fundamental Theorem of Calculus.
- Apply the Mean-Value Theorem for integrals.
- Integrate indefinite integrals.
- Integrate using substitution.
- Integrate using numerical techniques.
- Integrate using integration by parts and trigonometric substitutions*
- Evaluate improper integrals*

Using the Integral

- Solve a differential equation by separation of variables.*
- Solve initial value problems.*
- Solve applications of exponential increase and decrease.*
- Compute areas and volumes using shell and disk methods; compute arc lengths and the average value of a function.*
- Applications to physics, engineering, and geometry (solid figures).*

*Some Regents Universities require these topics for admission to Calculus II.

**Comments:**

(The following statement was composed by Dr. Jack Porter of the University of Kansas and Prof. Jeff Frost of Johnson County Community College. Although the group agreed that such a statement should be inserted into the standards, the text of the statement was not voted on by the group. )

*Kansas Public College and University mathematics professors believe that a strong foundation in the concepts of calculus will lead to success in careers that have a strong emphasis in critical thinking, such as engineering, computer science, or biotechnology. However, this will not happen if calculus is taught at primarily a skills and formula level without sufficient time to engage students in the deeper, conceptual tenets of calculus. All calculus teachers have an obligation to the mathematics community to ensure that students completing a first-semester, mainstream calculus course understand the material in a rigorous fashion at the level required to pass the AP Calculus examinations AB and BC.*

*In addition to the core outcomes for Calculus I agreed upon at the Wichita meetings (September 2008), a few schools believe that a first course in calculus with a longer list of competencies will better prepare students who are working toward degrees in math-related fields. Specifically, the University of Kansas and Johnson County Community College have course outlines that cover additional topics beyond the core competencies. Because of these additional topics, students attempting to transfer into one of these colleges may find the need to take additional calculus courses.*

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**Discipline:** Mathematics

**General Course Title:** Elementary Statistics

**Date Developed (and any modification):** September 2005

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Elementary Statistics | MAT 115 | 3 | Allen County CC |
| Elements of Statistics | MATH 1829 | 3 | Barton County CC |
| Statistics for Management, Life, and Social Sciences | MA 220 | 5 | Butler CC |
| Elementary Statistics | MA 114 | 3 | Cloud County CC |
| Elementary Statistics | MATH 250 | 3 | Coffeyville CC |
| Elements of Statistics | MA 205 | 3 | Colby CC |
| Elementary Statistics | MTH 4423 | 3 | Cowley County CC |
| Elementary Statistics | MATH 230 | 3 | Dodge City CC |
| Elementary Statistics | MA 120 | 3 | Emporia State U |
| Elements of Statistics | MA 250 | 3 | Fort Hays State U |
| Elementary Statistics | MAT 2253 | 3 | Fort Scott CC |
| Fundamentals of Statistics | MATH 110 | 3 | Garden City CC |
| Basic Statistics | MAT 203 | 3 | Highland CC |
| Elements of Statistics | MA 108 | 3 | Hutchinson CC |
| Statistics | MAT 1103 | 3 | Independence CC |
| Statistics | MATH 181 | 3 | Johnson County CC |
| Statistics | MATH 115 | 3 | Kansas City Kansas CC |
| Elementary Statistics | MA 1720 | 3 | Labette CC |
| Elementary Statistics | MATH 143 | 3 | Neosho County CC |
| Elementary Statistics | MATH 143 | 3 | Pittsburg State U |
| Statistics | MTH 181 | 3 | Pratt CC |
| n/a | n/a | n/a | Kansas State U |
| Elementary Statistics | MA 2103 | 3 | Seward County CC |
| Statistics | MATH 365 | 3 | U Kansas |
| Statistics | MA 140 | 3 | Washburn U |
| n/a | n/a | n/a | Wichita State U |

**Comments:**

**Core Outcomes:**

Students will be expected to use appropriate technology as one tool to achieve the following outcomes:

Basic Descriptive Statistics: Organizing and Describing Data

- For a given set of data, draw a dotplot, histogram, stem-and-leaf diagram, and a boxplot.
- Describe the general shape of data, skewed left, skewed right, normal, or other symmetric.
- Calculate the measures of central tendency including mean, median, and mode.
- Calculate the measures of dispersion including range, standard deviation, and interquartile range; explain the meaning of dispersion as it relates to a problem.
- Use a statistical package on a graphics calculator or a computer to enter data and analyze results.

Introduction to Probability: Finding the Theoretical Probability of an Event

- Use probability notation including the "or" condition and the "and" condition.
- Determine whether or not two events are mutually exclusive.
- Determine whether or not two events are independent.
- Calculate conditional probabilities; explain the meaning of conditional probabilities; use conditional notation.

Random Variables: Determining Probabilities of a Random Variable

- Determine the expected value and the standard deviation of a discrete random variable.
- Determine probabilities for a discrete random variable.

Special Probability Functions: Using Functions to Solve Probabilities of Events

- Use the binomial formula to solve probability problems with two outcomes and independent events.
- Use the normal distribution to solve percent problems for normally distributed populations.
- Use the normal distribution to solve probability problems for normally distributed random variables.

Random Sampling and Sampling Theory: Generating Distributions for Sample Means

- Calculate the mean for a distribution of sample means.
- Calculate the standard deviation for a distribution of sample means.
- Perform a normal probability plot; describe the shape of the population distribution based on the plot.
- Analyze the Central Limit Theorem.

Estimating the Mean: Using Statistics to Determine Averages of a Population

- Construct confidence interval for a population mean with known population standard deviation; explain the meaning in terms of the problem.
- Construct a confidence interval for a population mean with unknown population standard deviation; explain the meaning in terms of the problem.
- Construct a confidence interval for a population proportion; explain the meaning in terms of the problem.

Hypothesis Tests: Finding Significance

- Perform a hypothesis test for a sample mean with known population standard deviation.
- Perform a hypothesis test for a sample mean with unknown population standard deviation.
- Perform a hypothesis test for a sample proportion.
- Perform a hypothesis test with more than two categories for procedures using the chi-square distribution (optional).
- Explain Type I and Type II errors with respect to a problem (optional).
- Calculate the P-value of a hypothesis test; explain the meaning in terms of the problem.

Linear Regression: Making Predictions with Linear Data

- Calculate a linear regression equation; explain the meaning in terms of the problem.
- Use a linear regression equation to make predictions about data.
- Calculate the coefficient of determination for a linear regression equation; use the coefficient of determination to explain the strength of the regression equation.

**Comments:**

**Participants:**

This information is not available.

**Discipline:** Philosophy

**General Course Title:** Introduction to Ethics

**Date:** September 2009; updated October 2011

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credits | Institution |
|---|---|---|---|
| Ethics | Hum 105 | 3 | Allen |
| Systematic Ethics | Phil 1604 | 3 | Barton |
| Ethics | PL 291 | 3 | Butler |
| | | | Cloud |
| Introduction to Ethics | Hum 189 | 3 | Coffeyville |
| Introduction to Ethics | PI 276 | 3 | Colby |
| | | | |
| Ethics | Pho 6460 | | Cowley |
| Introduction to Ethics | Phil 202 | 3 | Dodge City |
| Ethics | PI 301 | 3 | Emporia |
| Introduction to Ethics | PHIL 340 | 3 | Fort Hays State |
| | | | |
| Elementary Ethics | Phil 102 | 3 | Garden City |
| Introduction to Ethics | Phil 012 | 3 | Highland |
| Ethics | Phil 143 | 3 | Johnson County |
| Ethics | PL 104 | 3 | Hutchinson |
| | | | Independence |
| Ethics | Phil 206 | 3 | Kansas City Kansas |
| Introduction to Moral Reasoning | Phil0 130 | 3 | Kansas State University |
| Ethics | Phil 106 | 3 | Labette |
| | | | Neosho |
| Introduction to Ethics | Phil 276 | 3 | Pratt |
| Ethics | Phil 105 | 3 | PSU |
| | | | |
| Introduction to Ethics | PH 2103 | 3 | Seward |
| Introduction to Ethics | Phil 160 | 3 | University of Kansas |
| Ethics: Introduction to Moral Problems | PH 102 | 3 | Washburn |
| Moral Issues | Phil 144 | 3 | Wichita State University |

**Comments:**

Core Competencies for Ethics

By its nature, Philosophy encourages diverse approaches to teaching, and so it is to be expected that different programs and different instructors can approach an Ethics course in very different ways. Consequently, a broad consensus on details of content is not to be expected. However, students will become familiar with the basic concepts and methods of moral philosophy, their application to specific moral problems, and aspects of the rich history of moral philosophy as chosen by their particular instructors. Students will:

1. Demonstrate an understanding of the significance of moral philosophy in a broader context.
    A. Students will show familiarity with the philosophical development of various normative ethical theories
    B. Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry
    C. Students will be able to apply moral theories to ethical problems.

2. Demonstrate familiarity with and understanding of basic ethical theories, terminology and concepts.
    A. Students will demonstrate an understanding of major normative ethical theories, schools of thought, or problems within ethics as chosen by the instructor. Examples might include deontology, utilitarianism, virtue ethics, moral objectivity, etc.
    B. Students will be able to explain key ethical terms as they as they are understood within ethical theories (examples might include good, rights, duty, happiness, etc.) or as applied to ethical problems such as the permissibility of abortion, capital punishment, our duties to animals, etc.

3. Demonstrate an ability to identify and develop philosophical analyses and arguments based on philosophical reasoning.
    A. Students will be able to provide cogent reasons in support of competing philosophical claims

2. Demonstrate an ability to evaluate philosophical arguments and texts focusing on moral theories and problems, and state alternative points of view.
    A. Students will be able to evaluate competing theories and arguments, providing their own positions supported by cogent arguments.

**Discipline:** Philosophy

**General Course Title:** Introduction to Philosophy

**Date Developed (and any modification):** September 14, 2007; updated September 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credits | Institution |
|---|---|---|---|
| | | | Allen |
| Introduction to Philosophy | Phil 1602 | 3 | Barton |
| Philosophy 1 | PL 290 | 3 | Butler |
| Introduction to Philosophy | PH 100 | 3 | Cloud |
| | | | Coffeyville |
| Introduction to Philosophy | PI 101 | | Colby |
| | | | |
| | | | Cowley |
| | | | Dodge City |
| Introduction to Philosophy | PI 225 | 3 | Emporia |
| Introduction to Philosophy | PHIL 120 | 3 | Fort Hays State |
| Philosophy of Life | PHI 1113 | 3 | Fort Scott |
| Introduction to Philosophy | Phil 101 | 3 | Garden City |
| | | | Highland |
| Introduction to Philosophy | Phil 121 | 3 | Johnson County |
| Introduction to Philosophy | Phil 101 | 3 | Hutchinson |
| | | | Independence |
| | | | Kansas City Kansas |
| Introduction to Philosophical Problems | Phil 100 | 3 | Kansas State University |
| Philosophy I | Phil 101 | 3 | Labette |
| | | | Neosho |
| | | | Pratt |
| Introduction to Philosophy | Phil 103 | 3 | PSU |
| | | | |
| | | | Seward |
| | | | University of Kansas |
| | | | Washburn |
| The Meaning of Philosophy | Phil 100 | 3 | Wichita State University |

By its nature, Philosophy encourages diverse approaches to teaching, and so it is to be expected that different programs and different instructors can approach an Introduction of Philosophy course in very different ways. Consequently, a broad consensus on details of content is not to be expected. However, students in an Introduction to Philosophy course will become familiar with the basic concepts and methods of philosophy and those aspects of its rich history chosen as a focus by their particular instructors. Students will:

1. Demonstrate an understanding of the significance of philosophy in a broader cultural and historical context.
    A. Students will show familiarity with the development of various philosophical tradition during some of their major periods
    B. Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry

2. Demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.
    A. Students will show familiarity with the major division of Philosophy as determined by the individual instructor. Examples might include Epistemology, Metaphysics and Ethics.
    B. Students will be able to explain key philosophical terms as within historical periods (examples might include the Ancient Greeks, Romans, or Modern Philosophy), schools of thought (examples might include rationalism, empiricism an existentialism), or within problems in philosophy (examples might include the existence of God, the free will/determinism question, etc.)
    C. Students will demonstrate understanding of major philosophical theories within historical periods, schools of thought or problems within philosophy as chosen by the instructor.

3. Demonstrate an ability to identify and develop philosophical analyses and arguments based on philosophical reasoning.
    A. Students will show an understanding of the difference between valid and fallacious arguments and will be able to recognize examples of each.
    B. Students will be able to provide good reasons in support of contentious philosophical claims

4. Demonstrate an ability to evaluate philosophical analyses, arguments, and texts and appreciate alternative points of view.
    A. Students will show familiarity with some classic philosophical arguments within historical periods (examples might include Plato and Aristotle on the Theory of Forms), within schools of thought (examples might include Descartes and Hume on innate ideas), or within problems in philosophy (examples might include those for and against the reality of free will, the existence of God, the possibility of certainty, etc.)
    B. Students will be familiar with a variety of philosophical positions on contentious issues such as the nature of the mind, the sources of knowledge, and the nature of the good.
    C. Students will be able evaluate competing theories and arguments, providing their own positions supported by valid arguments.

**Discipline:** Psychology

**General Course Title:** General Psychology

**Date Developed (and any modification):** October 1, 2007

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Institution |
|---|---|---|
| General Psychology | PSY 101 | Allen County CC |
| General Psychology | PSYC 1000 | Barton County CC |
| General Psychology | BS 160 | Butler CC |
| General Psychology | SS101 | Cloud County CC |
| General Psychology | 42.101 | Coffeyville CC |
| General Psychology | PS 176 | Colby CC |
| General Psychology | PSY 6711 | Cowley County CC |
| General Psychology | PSY 101 | Dodge City CC |
| Introductory Psychology | PY 100 | Emporia State U |
| General Psychology | PSY 100 | Fort Hays State U |
| General Psychology | PSY 1013 | Fort Scott CC |
| General Psychology | PSYC 101 | Garden City CC |
| General Psychology | PSY 101 | Highland CCC |
| General Psychology | PS 100 | Hutchinson CC |
| General Psychology | BEH 1003 | Independence CC |
| Introduction to Psychology | PSYC 130 | Johnson County CC |
| Psychology | PSYC 101 | Kansas City Kansas CC |
| General Psychology | PSYCH 110 | Kansas State U |
| General Psychology | PY 101 | Labette CC |
| General Psychology | PSYC 155 | Neosho County CC |
| General Psychology | PSYCH 155 | Pittsburg State U |
| General Psychology | PSY 176 | Pratt CC |
| General Psychology | BH 1303 | Seward County CC |
| General Psychology | PSYCH 104 | U Kansas |
| Basic Concepts in Psychology | PY 100 | Washburn U |
| General Psychology | PSYCH 111 | Wichita State U |

**Comments:**

**Core Outcomes:**

Students who successfully complete the General Psychology course should be able to do the following:

- Assess principles and principal proponents of psychological theories using accepted research methods of scientific inquiry.
- Demonstrate an understanding of the biological basis of behavior including physiology of the brain.
- Explain learning theories and cognitive processes.
- Describe theories and applications of motivation and emotion.
- Demonstrate an understanding of human life span development, and discriminate among its major domains.
- Identify and describe the major theories of personality, detailing the major disorders, their treatments, and/or therapy.
- Specify how the individual, a group, and the environment influence social interaction.

**Comments:**

**Participants:**

**Discipline:** Psychology

**General Course Title:** Early Childhood Growth and Development

**Date Developed (and any modification):** October 1, 2007

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Early Childhood Growth and Development | CCG 101 | | Allen County CC |
| n/a | n/a | | Barton County CC |
| n/a | n/a | | Butler CC |
| Early Childhood Development | HE 150 | | Cloud County CC |
| Early Childhood Development | 20.117 | | Coffeyville CC |
| Child Development | PS 280 | | Colby CC |
| Early Childhood Development | CHC 5713 | | Cowley County CC |
| Child Growth and Development (to age 4) | ECE 105 | | Dodge City CC |
| n/a | n/a | | Emporia State U |
| Child and Development Psychology | PSY 400 | | Fort Hays State U |
| n/a | n/a | | Fort Scott CC |
| Child Development I/II | ECHD 101/102 | | Garden City CC |
| Fundamentals of Early Childhood | ECH 100 | | Highland CCC |
| | | | Hutchinson CC |
| Child Development | CHD 1003 | | Independence CC |
| Child Development | PSYC 215 | | Johnson County CC |
| Child Development | PSYC 202 | | Kansas City Kansas CC |
| Childhood and Adolescence | PSYCH 280 | | Kansas State U |
| Child Development | HE 5275 | | Labette CC |
| Child Development | PSYC 219 | | Neosho County CC |
| Psychology Elective | PSYCH xxx | | Pittsburg State U |
| | | | Pratt CC |
| | | | Seward County CC |
| Introduction to Child Behavior and Development | ABSC 160 | | U Kansas |
| Psych of Infancy or Childhood | PY 210 | | Washburn U |
| Child Psychology | Psych 414 | | Wichita State U |

**Comments:**

**Core Outcomes:**

Students who successfully complete the Early Childhood Growth and Development Psychology course should be able to do the following:

- Explain foundational concepts and terminology appropriate to development of a child.
- Differentiate developmental theories and research methods.
- Describe the social and emotional development of a child.
- Summarize cognitive and neurological development of a child.
- Examine the physical development of a child.
- Identify special areas of development and their potential impact on early childhood growth and development.

**Comments:**

**Participants:**

**Discipline:** Psychology

**General Course Title:** Psychology: Human Life Span and Development

**Date Developed (and any modification):** October 1, 2007

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Developmental Psychology | PSY 263 | | Allen County CC |
| Developmental Psychology | PSYC 1014 | | Barton County CC |
| Human Growth and Development | BS 260 | | Butler CC |
| Human Growth and Development | SS105 | | Cloud County CC |
| Developmental Psychology | 42.102 | | Coffeyville CC |
| Developmental Psychology | PS 276 | | Colby CC |
| Developmental Psychology | PSY 6712 | | Cowley County CC |
| Human Growth and Development/ Psychology of Development | PSY 102 | | Dodge City CC |
| Development Psychology | PY210/PY211 | | Emporia State U |
| n/a | | | Fort Hays State U |
| Developmental Psychology | PSY 1023 | | Fort Scott CC |
| Human Growth and Development | EDUC 110 | | Garden City CC |
| Human Growth and Development | PSY 205 | | Highland CCC |
| Human Growth and Development | PS 102 | | Hutchinson CC |
| Developmental Psychology | BEH 2003 | | Independence CC |
| Human Development | PSYC 218 | | Johnson County CC |
| Human Development | PSYCH 203 | | Kansas City Kansas CC |
| | | | Kansas State U |
| Developmental Psychology | PY 201 | | Labette CC |
| Developmental Psychology | PSYC 263 | | Neosho County CC |
| Developmental Psychology | PSYCH 263 | | Pittsburg State U |
| Human Growth and Dev | PSY 132 | | Pratt CC |
| Human Growth and Development/ Psychological Development | BH 2303 | | Seward County CC |
| n/a | | | U Kansas |
| Through the Life Span | PY 209 | | Washburn U |
| Developmental Psychology | PSYCH 334 | | Wichita State U |

**Comments:**

**Core Outcomes:**

Students who successfully complete the Human Life Span and Development Psychology course should be able to do the following:

- Explain foundational concepts and terminology appropriate to developmental life span.
- Differentiate developmental theories and research methods.
- Describe the social and emotional development throughout the life span.
- Summarize cognitive and neurological development throughout the life span.
- Examine the physical development throughout the life span.
- Analyze the processes of death and dying.

**Comments:**

**Participants:**

**Discipline:** Sociology

**General Course Title:** Introduction to Sociology

**Date Developed (and any modification):** September 2004

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course number | Credits | Current text (if applicable) | Institution |
|---|---|---|---|---|
| Sociology | SOC 102 | | Kornblum, W., Sociology in a Changing World | Allen County CC |
| Introduction to Sociology | SOCI 1100 | | Stockard, Jean. Sociology, Discovering Society Second Edition. Belmont, CA: Thompson/Wadsworth Learning, 2000. | Barton County CC |
| Sociology | BS 105 | | Henslin, James M. (2003), Sociology: A Down-to-Earth Approach (6th ed.) | Butler CC |
| Introduction to Sociology | SS 130 | | | Cloud County CC |
| Introduction to Sociology | 45.101. | | Essentials of Sociology, 4th Ed. | Coffeyville CC |
| Introduction to Sociology | SO176 | | Sociology in Our Times, 3rd ed. | Colby CC |
| Principles of Sociology | SOC 6611 | | | Cowley County CC |
| Principles of Sociology I | SOC 101 | | | Dodge City CC |
| | | | | Emporia State U |
| Introduction to Sociology | SOC 140 | | | Fort Hays State U |
| Sociology | SOC1013 | | Sociology the Core 6th ed | Fort Scott CC |
| Introduction to Sociology | SOC 102 | | | Garden City CC |
| General Sociology | SOC 101 | | Sociology, John Macionis, 9th Ed. | Highland CC |
| Fundamentals of Sociology | SO 100 | | | Hutchinson CC |
| Elements of Sociology | SOC 1003 | | Society: The Basics 6th ed. | Independence CC |
| Introduction to Sociology | SOC 122 | | Individual Adoptions | Johnson County CC |
| Sociology | SOSC 107 | | Regular Classes: | Kansas City Kansas |

| Course Title | Course number | Credits | Current text (if applicable) | Institution |
|---|---|---|---|---|
| | | | Sociology by Macionis (brief edition), 2nd Ed. (also used for online classes); PACE: Sociology in a Changing world by Kornblum, 6th Ed. And telecourse study guide by Currier, 3rd ed. | CC |
| Introduction to Sociology | SOCIO 211 | | Individual Adoptions | KSU |
| Sociology | SO 2280 | | | Labette CC |
| Introduction to Sociology | SOSC 100 | | Sociology by Schaffer | Neosho County CC |
| Introduction to Sociology | SOSCI 100 | | Intersections/Readings in Sociology, Wilson; Sociology: Relationships That Make a World, 2nd ed., Donovan; Sociological Outlook, 7th ed., Luhman; Practical Skeptic: Core Concepts in Sociology, 2nd ed., McIntyre: Practical Skeptic: Readings in Sociology, 2nd ed., McIntyre | Pittsburg State U |
| Introduction to Sociology | SOC 176 | | In Conflict and Order- 9th ed. by Eitzen | Pratt CC |
| Principles of Sociology | BH 1403 | | | Seward County CC |
| Elements of Sociology | SOC 104 | | | U Kansas |
| Introduction to Sociology | SO 100 | | | Washburn U |
| Introduction to Sociology | SOC 111 | | Sociology in Our Times: Essentials | Wichita State U |

**Comments:**
This statement outlines the core competencies for the Introduction to Sociology course in Kansas higher education. This document intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards is left to specific institutions or specific groups of institutions.

**Core Outcomes: (list core outcomes in total including the updates)**

Upon successful completion of the following units, the students will be able to:

I. Foundations of Sociology
   A. Trace the history and philosophy of sociology.
   B. Apply the sociological imagination.
   C. Compare and contrast the major sociological perspectives.
   D. Identify and describe sociological research methods and related ethical issues.

II. Foundations of Society
   A. Define and explain the major components of culture.
   B. Compare and contrast the major types of societies.
   C. Describe the process of socialization.
   D. Analyze the components of social structures.
   E. Demonstrate a basic knowledge of social interaction.
   F. Compare and contrast the major theories of deviance and types of social control.

III. Social Inequality
   A. Compare and contrast the major theoretical explanations of social inequality.
   B. Identify the local, national, and global dimensions of social stratification.
   C. Explain and assess the inequalities associated with class, gender, sexual orientation, age, race, and ethnicity.

IV. Social Institutions
   A. Explain the fundamental significance of social institutions, such as economic, political, educational, religious, family, etc.
   B. Describe the significant features of and illustrate the interrelationships among the major social institutions.

V. Social Change
   A. Explain the dynamics of social change, such as population, environment, industrialization, urbanization, technology, etc.
   B. Analyze the dimensions of collective behavior, social movements and social change in local, national and global contexts.

**Discipline:** Sociology

**General Course Title:** Social Problems

**Date Developed (and any modification):** September 2006

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course number | Credits | Current text (if applicable) | Institution |
|---|---|---|---|---|
| Contemporary Social Problems | SOC 205 | | Sullivan, T.J., Introduction to Social Problems | Allen County CC |
| Contemporary Social Problems | SOCI 1104 | | Sullivan, Thomas J. Introduction to Social Problems. Allyn & Bacon, 2000 | Barton County CC |
| NA | | | | Butler CC |
| NA | | | | Cloud County CC |
| American Social Problems | 45.201. | | | Coffeyville CC |
| Social Problems | SO 125 | | No text used | Colby CC |
| Social Problems | SOC 6816 | | | Cowley County CC |
| Social Problems | SOC 201 | | | Dodge City CC |
| | | | | Emporia State U |
| Modern Social Problems | SOC 384 | | | Fort Hays State U |
| Social Problems | SOC 1023 | | Social Problems | Fort Scott CC |
| Social Problems | SOCI 204 | | | Garden City CC |
| Social Problems | SOC 210 | | Not Selected | Highland CC |
| Social Problems | SO 201 | | | Hutchinson CC |
| Social Problems | SOC 2023 | | Social Problems - Eitzen | Independence CC |
| Social Problems | SOC 125 | | Individual Adoptions | Johnson County CC |
| Social Problems | SOSC 209 | | Regular classes: Social Problems by Macionis, 2002 Ed. (also used for online classes); PACE: Race, Class and Gender by Andersen, 3rd Ed. And Dealing with Diversity Telecourse Study Guide by Govern. State, 2nd Ed. | Kansas City Kansas CC |
| Social Problems | SOCIO 360 | | Individual Adoptions | KSU |
| Social Problems | SO2283 | | | Labette CC |
| Social Problems | SOSC 220 | | Understanding Social Problems | Neosho County CC |
| Social Problems | SOSCI 220 | | Social Problems of Modern Word, Moulder | Pittsburg State U |

| Course Title | Course number | Credits | Current text (if applicable) | Institution |
|---|---|---|---|---|
| Social Problems | SOC 233 | | Social Problems and Quality of Life 7th ed. By Laver | Pratt CC |
| | | | | Seward County CC |
| Social Problems & American Values | SOC 160 | | | U Kansas |
| American Social Problems | SO 101 | | | Washburn U |
| Contemporary Social Problems | SOC 320 | | Social Problems/Text | Wichita State U |

**Comments:**

**Core Outcomes: (list core outcomes in total including the updates)**

This statement outlines the core competencies for social problems courses in Kansas higher education. This document intentionally defines only "outcomes" or types of results, and not "standards," or precise levels of achievement. The setting of standards is left to specific institutions or specific groups of institutions.

I. Foundations of Social Problems
   b. Distinguish social problems from personal problems
   c. Compare and contrast the major theoretical perspectives in relation to social problems
   d. Identify and describe research methods and ethical issues

II. Social Problems: Political and Economic
   a. Evaluate major economic systems in historical and cross-cultural perspectives
   b. Analyze and construct models of power and authority
   c. Describe the relationship between political and economic systems

III. Social Structure and Social Inequality: Distribution of Wealth, Income and Power
   a. Describe the impact of social stratification system and social class
   b. Explain prejudice and discrimination related to:
      1. race and ethnicity
      2. gender, sex, and sexual orientation
      3. age
   c. Describe how education impacts social inequality

IV. Relationships Among Social Institutions
   a. Analyze the changes in families that lead to social problems
   b. Describe problems associated with the criminal justice systems
   c. Examine access and barriers to health care systems
   d. Assess the opportunities and limitations of the educational system

V. Social Change
   a. Analyze the social impact of population growth and the environment
   b. Explain how participation in collective action and social movements contributes to both the cause and alleviation of social problems

**Discipline:** Sociology

**General Course Title:** Sociology of Families

**Date:** September 2006

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course number | Credits | Current text (if applicable) | Institution |
|---|---|---|---|---|
| | | | | Allen County CC |
| | | | | Barton County CC |
| | | | | Butler CC |
| | | | | Cloud County CC |
| | | | | Coffeyville CC |
| | | | | Colby CC |
| | | | | Cowley County CC |
| | | | | Dodge City CC |
| | | | | Emporia State U |
| | | | | Fort Hays State U |
| | | | | Fort Scott CC |
| | | | | Garden City CC |
| | | | | Highland CC |
| | | | | Hutchinson CC |
| | | | | Independence CC |
| | | | | Johnson County CC |
| | | | | Kansas City Kansas CC |
| | | | | Labette CC |
| | | | | Neosho County CC |
| | | | | Pittsburg State U |
| | | | | Pratt CC |
| | | | | Seward County CC |
| | | | | U Kansas |
| | | | | Washburn U |
| | | | | Wichita State U |

**Comments:**

**Core Outcomes: (list core outcomes in total including the updates)**

**Sociology of Families course outcomes and competencies**

I. Foundations of Marriage and Family

a. Define the concept of marriage and describe and define various family types.
b. Compare and contrast families of the past with contemporary families
c. Assess the influences of political, economic, and cultural structures on families
d. Analyze families in cross-cultural perspective
e. Distinguish between sex and gender
f. Compare and contrast etc: same

g. Identify and describe research methods and ethical issues in the study of families

II. Intimate Relationships

a. Assess the concept of love as a historical and social construction

b. Compare and contrast the mate selection process from historical and cross-cultural perspectives

c. Compare and contrast sexual identities and behaviors as historical and social constructions

d. Discuss the effects of children on intimate relationships

e. Examine communication in intimate relationships

III. Family Life

a. Describe the stages of family life cycles

b. Examine sexuality in the context of family life

c. Identify family planning options

d. Examine the process of parenting

e. Explain how work and family affect each other

IV. Inequalities and Challenges in Families

a. Analyze the intersection of race, ethnicity, social class, and gender in contemporary families

b. Examine effects of political, economic, and cultural changes on families

c. Discuss power in families

d. Identify the causes and effects of violence and abuse in families

e. Compare and contrast ways of resolving conflicts

Sociology Participants in Kansas Core Outcomes Meeting, September 16, 2006

| | | |
|---|---|---|
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**Discipline:** Speech

**General Course Title:** Public Speaking

**Date Developed (and any modification):** January 2001; updated 2004; updated September 2007; updated October 2011

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Institution |
|---|---|---|---|
| Public Speaking | COM 101 | | Allen CC |
| Public Speaking | COMM 1230 | | Barton County CC |
| Public Speaking | SP 100 | | Butler CC |
| Public Speaking | CM115 | | Cloud County CC |
| Public Speaking | SPCH 111 | | Coffeyville CC |
| Interpersonal Communication/ Fundamentals of Oral Communication/ Public Speaking | SP 106/ SP 101/ SP 176 | | Colby CC |
| Public Speaking | COM 2711 | | Cowley County CC |
| Public Speaking | SP106 | | Dodge City CC |
| Public Speaking | SP 101 | | Emporia State U |
| Fundamentals of Oral Communication | COMM 100 | | Fort Hays State U |
| Public Speaking | SPCH 1093 | | Fort Scott CC |
| Public Speaking | SPCH 111 | | Garden City CC |
| Public Speaking | SP 106 | | Highland CCC |
| Public Speaking | SH 101 | | Hutchinson CC |
| Speech | COM 1203 | | Independence CC |
| Public Speaking | SPD 121 | | Johnson County CC |
| Public Speaking | SPCJ 151 | | Kansas City Kansas CC |
| Public Speaking I | Comm 105 or 106 | | Kansas State U |
| Funds of Speech | CO 1560 | | Labette CC |
| Funds of Speech | COM 207 | | Neosho County CC |
| Speech Communication | COMM 207 | | Pittsburg State U |
| Public Speaking | COMM 276 | | Pratt CC |
| Public Speaking | SP 1203 | | Seward County CC |
| Speaker-Audience | COMS 130 | | U Kansas |
| Public Speaking | CN 150 | | Washburn U |
| Public Speaking | COMM 111 | | Wichita State U |

**Comments:**

Minimum Core Competencies for Speech: The following document is published by The National Communication Association (NCA) and has been adopted by the Kansas Speech Educators in Higher Education Interest Group as the minimum core competencies for the basic communication course (January 2001). This document was updated in 2004 and again in 2007 to reflect accuracy in course titles and course numbers (September 2007).

**Part One**
**Expected Student Outcomes for Speaking and Listening:**
**Basic Communication Course and General Education**

The following student outcomes represent some of the expectations for students taking a basic communication course and/or participating in the general education requirements of a school. Basic course or general education students need speaking and listening skills that will help them succeed in future courses and on the job. They need to be able to construct and deliver messages and listen with literal and critical comprehension. The basic course can provide knowledge of effective communication techniques, an arena for developing and practicing skills, and positive feelings about communicating in the future. Instructors and administrators could use some or all of the expected student outcomes to inform the design of a basic communication course. Academic institutions could use some or all of the outcomes to describe campus expectations for students in regard to the general education curriculum (Rosenbaum, 1994). Note: The content under Core Outcomes was originally published in a table by NCA in 1990 as "Communication Is Life: Essential College Sophomore Speaking and Listening Competencies" for a basic communication course and general education. Some definitions have been updated from the original publication, and editing changes have been made to achieve more consistency.

**Core Outcomes:**

***SPEAKING COMPETENCIES (Quianthy, 1990):*** *Speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. It is expected that to adequately reflect the following outcomes a public speaking student must complete a minimum of four speeches that include a written assignment, peer review and requires increasingly rigorous research.*

*The **COMPETENT SPEAKER** must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement:*

Determine the Purpose of Oral Discourse

- Identify the various purposes for discourse.
- Identify the similarities and differences among various purposes.
- Understand that different contexts require differing purposes.
- Generate a specific purpose relevant to the context when given a general purpose.

Choose a Topic and Restrict It According to the Purpose and the Audience

- Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests.
- Narrow the topic adapting it to the purpose and time constraints for communicating.
- Adapt the treatment of the topic to the context for communication.

Fulfill the Purpose of Oral Discourse

- Formulate a thesis statement.
  - Use a thesis as a planning tool.
  - Summarize the central message in a manner consistent with the purpose.
- Provide adequate support material.
  - Demonstrate awareness of available types of support.
  - Locate appropriate support materials.
  - Select appropriate support based on the topic, audience, setting, and purpose.
- Select a suitable organizational pattern.
  - Demonstrate awareness of alternative organizational patterns.
  - Demonstrate understanding of the functions of organizational pattern, including the following:
    - Clarification of information.
    - Facilitation of listener comprehension.
    - Change of attitude.
    - Relational interaction.
    - Selection of organizational patterns that are appropriate to the topic, audience, context, and purpose.
- Demonstrate careful choice of words.
  - Demonstrate understanding of the power of language.
  - Select words that are appropriate to the topic, audience, purpose, context, and speaker.
  - Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
  - Select words that avoid sexism, racism, and other forms of prejudice.
- Provide effective transitions.
  - Demonstrate understanding of the types and functions of transitions.
  - Use transitions to accomplish the following:
    - Establish connectedness.
    - Signal movement from one idea to another.
    - Clarify relationships among ideas.

*The **COMPETENT SPEAKER** must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement.*

Employ Vocal Variety in Rate, Pitch, and Intensity

- Use vocal variety to heighten and maintain interest.
- Use a rate that is suitable to the message, occasion, and receiver.
- Use pitch (within the speaker's optimum range) to clarify and to emphasize.
- Use intensity appropriate for the message and audible to the audience.

Articulate Clearly

- Demonstrate knowledge of the sounds of the American English language.
- Use the sounds of the American English language.

Employ Language Appropriate to the Designated Audience

- Employ language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding.
- Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms, but can hinder can hinder understanding in those situations where meanings are not shared.
- Use standard pronunciation.
- Use standard grammar.
- Use language at the appropriate level of abstraction or generality.
- Use a conversational mode through self-presentation and response to feedback.

Demonstrate Nonverbal Behavior that Supports the Verbal Message

- Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
- Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent.
- Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
- Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.
- Select and use an appropriate presentational aid to enhance audience understanding and increase impact of spoken message.

***LISTENING COMPETENCIES**: Listening is the process of receiving, constructing meaning from,and responding to spoken and or nonverbal messages. People listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language.*

*The **COMPETENT LISTENER** must be able to listen with literal comprehension. Specifically, the competent listener should be able to exhibit the following competencies by demonstrating the abilities included under each statement.*

Recognize Main Ideas

- Distinguish ideas fundamental to the thesis from material that supports those ideas.
- Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas.
- Identify the main ideas in structured and unstructured discourse.

Identify Supporting Details

- Identify supporting details in spoken messages.
- Distinguish between those ideas that support the main ideas and those that do not.
- Determine whether the number of supporting details adequately develops each main idea.

Recognize Explicit Relationships among Ideas

- Demonstrate an understanding of the types of organizational or logical relationships.
- Identify transitions that suggest relationships.
- Determine whether the asserted relationship exists.

Recall Basic Ideas and Details

- Determine the goal for listening.
- State the basic cognitive and affective contents, after listening.

*The **COMPETENT LISTENER** must also listen with critical comprehension. Specifically, the competent listener should exhibit the following competencies by demonstrating the abilities included under each statement.*

Attend with an Open Mind

- Demonstrate an awareness of personal, ideological, and emotional biases.
- Demonstrate awareness that each person has a unique perspective.
- Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

Perceive the Speaker's Purpose and Organization of Ideas and Information

- Identify the speaker's purpose.
- Identify the organization of the speaker's ideas and information.

Discriminate Between Statements of Fact and Statements of Opinion

- Distinguish between assertions that are verifiable and those that are not.

Distinguish Between Emotional and Logical Arguments

- Demonstrate an understanding that arguments have both emotional and logical dimensions.
- Identify the logical characteristics of an argument.
- Identify the emotional characteristics of an argument.
- Whether the argument is predominantly emotional or logical.

Detect Bias and Prejudice

- Identify instances of bias and prejudice in a spoken message.
- Specify how bias and prejudice may affect the impact of a spoken message.

Recognize the Speaker's Attitude

- Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
- Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

Synthesize and Evaluate by Drawing Logical Inferences and Conclusions

- Draw relationships between prior knowledge and the information provided by the speaker.
- Demonstrate an understanding of the nature of inference.
- Identify the types of verbal and nonverbal information.
- Draw valid inferences from the information.
- Identify the information as evidence to support views.
- Assess the acceptability of evidence.
- Identify patterns of reasoning and judge the validity of arguments
- Analyze the information and inferences in order to draw conclusions.

Recall the Implications and Arguments

- Identify the arguments used to justify the speaker's position.
- State both the overt and implied arguments.
- Specify the implications of these arguments for the speaker, audience, and society at large.

Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages

- Identify when the nonverbal signals contradict the verbal message.
- Identify when the nonverbal signals understate or exaggerate the verbal message.
- Identify when the nonverbal message is irrelevant to the verbal message.

Employ Active Listening Techniques When Appropriate

- Identify the cognitive and affective dimensions of a message.
- Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- Demonstrate comprehension by paraphrasing the speaker's message.

**Comments:**

**Participants:**

**Discipline:** Theatre

**General Course Title:** Stagecraft

**Date Developed (and any modification):** October 2, 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| | | | | Allen County CC |
| | | | | Barton County CC |
| | | | | Butler CC |
| | | | | Cloud County CC |
| | | | | Coffeyville CC |
| | | | | Colby CC |
| | | | | Cowley County CC |
| | | | | Dodge City CC |
| | | | | Emporia State U |
| | | | | Fort Hays State U |
| | | | | Fort Scott CC |
| | | | | Garden City CC |
| | | | | Highland CCC |
| | | | | Hutchinson CC |
| | | | | Independence CC |
| | | | | Johnson County CC |
| | | | | Kansas City Kansas CC |
| | | | | Kansas State U |
| | | | | Labette CC |
| | | | | Neosho County CC |
| | | | | Pittsburg State U |
| | | | | Pratt CC |
| | | | | Seward County CC |
| | | | | U Kansas |
| | | | | Washburn U |
| | | | | Wichita State U |

**Comments:**

**Core Outcomes:**

The student will demonstrate comprehensive and safe working knowledge of stage systems and machinery, support areas, and construction tools.

- Shop/Theatre Safety:
  - Msds sheets
  - Emergency action plan
  - Egress
  - Moving scenery
  - Equity and safety lights (run lights)
  - OSHA
- Tools:
  - Written test
  - Hands on profiency

The student will demonstrate professional technical methods and procedures used to realize a production.

- Scenic Unit Construction Techniques
- Drafting
  - Reading a blueprint-understanding different views
  - Graphics and standards
- Scenic Painting
  - Color
  - Supplies and tools
  - Texture and techniques
- Rigging
  - Safety
  - Knots
  - Hardware
  - Written Test
  - Hands on proficiency
- Lighting production (not design)
  - Electricity
  - Lamps
  - Dimmer Control
  - Basic area lighting and focusing
- Sound production (not design)
- Props

**Comments:**

See the minutes for 2009.

**Participants:**

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|---|---|---|
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| Jannell Robinson | jannellr@fortscott.edu | FSCC |
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| Nancy Pontius | npontius@emporia.edu | Emporia State |
| Phil Speary | pspeary@butlercc.edu | Butler CC |
| Sarah Owen | sowen@neosho.edu | Neosho CC |
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**Discipline:** Theatre

**General Course Title:** Acting 1

**Date Developed (and any modification):** September 14, 2009

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Beginning Acting | THE 231 | 3 | *Acting One*, Cohen | Allen CC |
| Acting I | THEA 1302 | 3 | *Free to Act: An Integrated Approach to Acting*, Felner<br>*Audition: Everything an Actor Needs to Get the Part*, Fosse | Barton CC |
| Acting 1 | TA 110 | 3 | *Changing Circumstances: An Acting Manual with 24 Scenes*, Vozoff | Butler CC |
| Introduction to Performance Offstage and On | | | | Cloud County CC |
| Fundamentals of Acting I | THTR 164 | 3 | *Audition: Everything an Actor Needs to Get the Part*, Fosse | Coffeyville CC |
| | | | | Colby CC |
| Acting | THE 2735 | 3 | *Acting One*, Cohen | Cowley County CC |
| Methods of Acting I | THR 151 | 3 | | Dodge City CC |
| Acting 1 | | 3 | *The Actor at Work*, Benedetti<br>*Tips: Ideas for Actors*, Jory<br>*Actions: The Actors' Thesaurus*, Caldarone and Lloyd-Williams | Emporia State U |
| Acting I | COMM 122 | 3 | *Acting One/Acting Two*, Cohen | Fort Hays State U |
| Acting I | DRA 1013000 | 3 | *Acting One*, Cohen | Fort Scott CC |
| Acting I | DRAM 111 | 3 | | Garden City CC |
| Basic Acting | TH 110 | 3 | *Acting One*, Cohen | Highland CC |
| | TH 116 | 3<br>3<br>3 | *Acting One*, Cohen<br>*Acting Essentials*, Golson<br>*Acting Professionally*, Cohen | Hutchinson CC |
| Introduction to Acting | THR 1023 | 3 | *Acting One*, Cohen | Independence CC |
| Acting I | THEA 130 | 3 | *Acting One*, Cohen | Johnson County CC |
| Acting 1 | THTR 115 | 3 | *The Actor at Work*, Benedetti | Kansas City Kansas CC |

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Fundamentals of Acting | THTRE 261 | 3 | *Acting One*, Cohen<br>*Contemporary Scenes for Student Actors*, Schulman and Mekler<br>*The Actor's Scenebook*, vol. 1, Schulman and Mekler | Kansas State U |
| | | | | Labette CC |
| Fundamentals of Acting | | 3 | *Acting One*, Cohen<br>Audition | Neosho County CC |
| Acting Studies | COMM 254 | 3 | | Pittsburg State U |
| | DRM 123 | 3 | *The Actor as Storyteller*, Miller | Pratt CC |
| Acting I | | 3 | | Seward County CC |
| Acting I | TH&F 106 | 3 | *Acting is Believing*, McGaw et al.<br>An Acting One Handbook | U Kansas |
| Acting | TH 203 | 3 | | Washburn U |
| Acting I | THEA 243 | 3 | | Wichita State U |

**Comments:**

**Core Outcomes:**

Upon completion of the Acting 1 course, the successful student will be able to do the following:

- Apply acting terminology.
- Utilize the actor's instrument.
- Demonstrate a systematic approach to acting.

**Comments:**

The first outcome addresses basic vocabulary with which an actor should know and be comfortable. Competencies for the second outcome would include any work the instructor uses to develop the actor's voice, body, imagination, concentration, observation, etc. The competencies for the third outcome would include any specific technique the instructor is using as well as script analysis, development of character, playing actions and tactics, working with a partner, rehearsing a scene, performing a piece, etc. John Uthoff noted that KSU requires its Acting 1 students to have script analysis as part of their coursework. Transfer students to KSU who do not have that competency would need to re-take the course as a prerequisite for more advanced courses.

**Participants:**

| | | |
|---|---|---|
| Tony Piazza | Allen County CC | piazza@allencc.edu |
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| | | |
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| John Uthoff | Kansas State U | jsutd@ksu.edu |
| Sara Harris | Labette CC | sarah@labette.edu |
| Sarah Owen | Neosho County CC | sowen@neosho.edu |
| Frank Challis | Seward County CC | frank.challis@sccc.edu |
| Bret Jones | Wichita State U | bret.jones@wichita.edu |

**Discipline:** Theatre

**General Course Title:** Acting II

**Date Developed (and any modification):** September 24, 2010

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course Number | Credit Hours | Currently Adopted Textbook | Institution |
|---|---|---|---|---|
| Acting II | THE 235 | 3 | | Allen County CC |
| Acting II | THEA 1304 | 3 | | Barton County CC |
| | | | | Butler CC |
| | | | | Cloud County CC |
| Fundamentals of Acting II | THTR 264 | 3 | | Coffeyville CC |
| | | | | Colby CC |
| | | | | Cowley County CC |
| | | | | Dodge City CC |
| Acting II | TH 221 | 3 | | Emporia State U |
| | | | | Fort Hays State U |
| | | | | Fort Scott CC |
| | | | | Garden City CC |
| | | | | Highland CCC |
| Acting II | TH 121 | | *Style for Actors*, Barton | Hutchinson CC |
| | | | | Independence CC |
| Acting II | THEA 230 | 3 | | Johnson County CC |
| Acting II | THTR 215 | 3 | | Kansas City Kansas CC |
| Intermediate Acting | | 3 | | Kansas State U |
| | | | | Labette CC |
| | | | | Neosho County CC |
| | | | | Pittsburg State U |
| | | | | Pratt CC |
| | | | | Seward County CC |
| Acting II | | 3 | Benedetti, Robert. *The Actor at Work*.<br>Bruder, Melissa, et al. *Practical Handbook for the Actor*. Chekhov, Michael. *To the Actor*. Cohan, Robert. *Acting Power*.<br>Hagen, Uta. *Respect for Acting*. | U Kansas |
| Acting II | | 3 | ***Script Analysis*** by David Grote.<br>***Book on Acting*** by Stephen Book. | Washburn U |
| Advanced Acting | THEA 243 | 3 | | Wichita State U |

**Comments:**

**Core Outcomes:**

1. Demonstrate continued development of the actor's instrument
2. Apply additional acting theories, approaches and styles
3. Evaluate self and others' performances using oral and/or written critiques
4. Analyze and perform a variety of texts

**Comments:**
See the minutes for 2010.

**Participants:**

| Name | E-mail | College/University |
|---|---|---|
| Dwight Tolar | dhtolar@k-state.edu | KSU |
| Sharon Sullivan | sharon.sullivan@washburn.edu | Washburn |
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**Discipline:** Theatre

**General Course Title:** Theatre Practicum

**Date Developed (and any modification):** October 2011

**Courses from Each Participating College/University for which Core Outcomes Apply:**

| Course Title | Course number | Contact | Credit | School |
|---|---|---|---|---|
| Technical T Practicum | 181, 182, 183, 184 | min. 45 | 1 | Allen County CC |
| Theatre Practicum | 251, 252, 253, 254 | | 1 | Barton County CC |
| Theatre Practicum I-IV | 151, 152, 250, 251 | | 1 | Butler County CC, Cloud County CC |
| Theatre Practicum | 170 | 45 rehearsal | 1 | Coffeyville CC, Colby CC |
| Dramatic Activities | 2743-35, 2745-35 | 60 = A | 1 | Cowley County CC |
| Performance Practicum | 115 | | 1 | Dodge City CC |
| Production | 272, 472 | | 1 | Emporia State U |
| Theatre Workshop | 328 | | 1 to 3 | Fort Hays State U |
| Theatre Projects | 2032 | | 2 | Fort Scott CC |
| Theatre Performance | 146 | | 1 to 3 | Garden City CC |
| Technical Theatre I-IV | 144, 145, 246, 247 | | 1 | |
| Theatre Practicum | 103, 104, 203, 204 | | 1 | Highland CC |
| Theatre Performance | 126 | | 1 | Hutchinson CC |
| Theatre Practicum | 123 | min. 45 | 1 | |
| Theatre Workshop I-IV | 1051, 2051, 2061, 2071 | | 1 to 3 | Independence CC |
| Performance Practicum I & II | 134, 234 | | 1 | Johnson County CC |
| Technical Practicum I & II | 133, 233 | 82 = A | 1 | |
| Acting Practicum | 175 | min. 50 | 1 | Kansas City KS CC |
| Technical T Practicum | 151 | min. 50 | 1 | |
| Drama Participation | 211 | min. 40 + strike | 1 | Kansas State U |
| Repertory Theatre | 110, 111, 112, 113 | | 1 | Labette CC |
| Projects in Technical Th | 114, 115, 116, 117 | | 1 | |
| Theatre Workshop | 206 | | | Neosho County CC |
| (not offered) | | | | Pittsburg State U |
| Theatre Production | 122 | min. 45 | 3 | Pratt CC |
| Dramatic Participation | 1612, 1621 | | 1 | Seward County CC |
| Theatre Practicum | 101, 201, 301, 401 | | 4 pts. = 1 | U of Kansas, Washburn U |
| Practicum: Performance | 180, 380 | | | Wichita State U |
| Practicum: Stagecraft | 180, 380 | min. 45 | 1 | |
| Practicum: Management | 180, 380 | min. 45 | 1 | |
| Practicum: Costuming | 180B, 380B | min. 45 | 1 | |

**Comments:**

We included a minimum of 45 hours of production work because different institutions award 1 to 3 credit hours for one or two theatre productions per semester. One credit hour means 3 contact hours per week for 15 weeks.

**Core Outcomes for Theatre Practicum (1 credit hour):**

Participate in theatre productions for public audiences.
Accomplish a minimum of 45 hours of production work.

**Committee Recommendations:**

Faculty at four-year institutions will decide how they want to transfer acting/performance and technical/production work to their respective Practicum courses for Theatre majors.

All community college Practicums (maximum 4 credit hours) should transfer as electives at the very least.

# Minutes of the October 14, 2011, Meeting

## Chemistry Minutes

**Discipline:** Chemistry
**Date:** 10/14/11
**Facilitator:** Robert Carlson, University of Kansas
**Members present:**

**Participants:**

| | |
|---|---|
| Roderick Black | University of Kansas - Lawrence |
| Jill Headrick | University of Kansas – Lawrence |
| Peter Hierl | University of Kansas – Lawrence |
| Robert Carlson | University of Kansas – Lawrence |
| Todd Francis | Allen Community College |
| Robert Carlson | Butler Community College |
| Kim Karr | Butler Community College |
| Krista Thomas | Johnson County Community College |
| Khamis Siam | Pittsburgh State University |
| Amy Lumley | Coffeyville Community College |
| Chad Killblane | Cowley County Community College |
| Luka Kapkiai | Neosho County Community College |
| Stephen Donnelly | Fort Hays State University |

**Committee Recommendations:**

Stephen Donnelly agreed to serve as convener for the next meeting. Future meetings should be aimed at developing a set of core competencies for (1) a one-semester introductory chemistry course, i.e., consumer chemistry, basic chemistry, or introductory chemistry; and (2) the Organic Chemistry I/II two-semester sequence.

## Computer Science Minutes

**Discipline:** Computer Science
**Date:** 10/14/11
**Facilitator:** Gladys Swindler
**Members Present:**

| | | |
|---|---|---|
| Chen, Isabelle | Johnson County Community College | ichen@jccc.edu |
| Cunningham, Jillene | Hutchinson Community College | cunninghamj@hutchcc.edu |
| Dale, Rae | Cowley College | dale@cowley.edu |
| DeVoe, Chad | Neosho County Community College | cdevoe@neosho.edu |
| Ford, Lori | Labette Community College | lorif@labette.edu |
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| Gammon, Richard | Kansas City Kansas Community College | rgammon@kckcc.edu |
| Hansen, Steve | Johnson County Community College | shansen@jccc.edu |
| Harding, Charles | Hutchinson Community College | hardingc@hutchcc.edu |
| Johnson, Laurie | Manhattan Area Technical College | lauriejohnson@manhattantech.edu |
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**Meeting Notes:**

**Course/Core outcomes discussion:**
The Computer Science discussion divided into simultaneous group discussions:

- *Group A- Computer Applications (Introductory Computing courses)*
- *Group B- Computer Science (Programming, Computer Science majors)*

Discussion from each group follows
***Group A- Computer Applications***

- **General Education Requirements**

- Eight institutions currently have an introductory computing course as part of their general education requirements.
- KU, KSU, and WSU do not have requirement.
- All institutions currently have an introductory course.

- **Course Delivery/ Curriculum/Syllabi/Materials**
  - Various delivery models are currently used.
    - Class lecture/demonstration without lab component.
    - Many courses taught in computing labs.
    - Some schools combine theory and applications, others are 100% application or theory.
    - Neosho teaches two models - one concentrating on theory and the other on applications.
    - Web-enhanced models are used due to the challenge to meet all competencies and provide extra resources online. FHSU and others have a large online student base.
    - Self-paced labs are used without lecture (project-based).
    - Software issues can be a problem (correct version, access at home, etc.) and student has difficulty using required text when they do not have the correct software.
    - Virtual labs are used so students can complete coursework off-site to help with different software versions.
    - FHSU uses a blended model with a concepts text and no software text. Not tied to a particular version of MS-Office. University has licensing for a commercial tutorial site.
    - Many community colleges have book rental programs ($15-$30/semester) and most commit to using a version for 3 years to help control student costs. Students purchasing new computers will have newer version of the software than what is being taught in the course.

- **Skill Sets**
  - Vary widely among incoming students and dependent on when, or if, a computer applications course was required in high school.
  - Many high schools have dropped computing curriculum due to lack of funding and/or no longer required by Qualified Admissions.
  - Many students receive credit for high school computer requirement based on taking a similar course in middle school. Skills learned are not used or forgotten.
  - Some schools are focusing more on soft skills rather than computing skills.

- **Outcomes**
  - Teaching history of Internet and general computing.
    - Some teach more historical information for computer science majors only.
    - Some do a brief overview.
    - Some bring in old computers and demonstrate how computers work.
    - Some use videos to teach the history of computers and internet.
    - All agree that although depth of coverage may vary, most courses address the major concepts of computing whether through theory or application.

- **Assessment and Placement Testing**

    - Difficult due to varied skill levels.
    - Some schools did placement until testing services could no longer administer them.
    - Many use SAM (Course Technology) or myITLab (Pearson) for standardized assessment and/or grading.
    - Access codes for publisher assessment/training access is becoming more expensive—i.e. myITLab (Pearson) is $80 unless bundled at a lower cost with textbooks.
    - Some require typing at 20 wpm.
    - Standardization of all sections of the course using the same syllabi, assignments, and projects makes documenting learning outcomes easier and helps to more readily show the need for change in the course.
    - Some schools have a pre-requisite of specified readings.
    - KU requires College Algebra as a pre-requisite.
    - Most agree that the course is becoming very political with factions on campuses questioning the necessity of the course.

- **Core Outcomes**
    - In general session, KBOR explained the initiative to provide transparency and transferability to 45 hours of general education credit among state institutions.
    - Introduced the American Association of Colleges and Universities New Century of Learning Essential Learning Outcomes (LEAP) available at: www.aacu.org/leap
    - KBOR will create a task force with representatives of each Core Outcomes discipline to advise and determine requirements for transferability.
    - All agreed that current learning outcomes are still timely but may need some re-writing for clarity and compliance to AACU Leap Outcomes.
    - Preliminarily mapped each core outcome to the 4 Essential Learning Outcomes outlined in LEAP.
        - Hardware - LEAP 2
        - Operating Systems/Systems Hardware – LEAP 2
        - Internet – LEAP 1,2,3
        - Word Processing – LEAP 2,4
        - Spreadsheets – LEAP 2.4
        - Database – LEAP 2,4
        - Presentation – LEAP 2,4
        - Integration – LEAP 3,4
        - Ethical Issues and Concepts – LEAP 3
        - Cyber-Security – LEAP 2,3

***Group B- Computer Science***

- **Enrollment**
    - Slow, steady increases in enrollments across universities/colleges.
    - Matches CRA data http://www.cra.org/govaffairs/blog/wp-content/uploads/2011/04/CRA-TaulbeeSurvey-DegreeandEnrollmentTrends-2009-10.pdf

- **Curriculum**
  - Most colleges/universities offer variations of C programming (C, C++, C#) and Java.
  - Visual Basic is considered a great beginning language depending on the program.
  - Most schools offer a minimum of 9 hours of coursework, usually with 2 levels within languages (Java I, Java II).
- **Delivery**
  - Online (virtual) delivery is very difficult due to the scale of computer programming.
  - Online courses can be successful with the right students.
  - Additional training and resources for faculty is needed to deliver successfully online.
  - Emporia is testing lecture capture this year, hopefully to report on lecture capturing at the next meeting.
- **Trends**
  - Gaming is becoming a desirable topic for students.
  - Math-oriented and certificate/programs may be best approach.
- **Other**
  - Transfer of credits is large issue.
  - There is a need for clear paths from 2-year to 4-year programs.
  - There is a need for contacts at 4-year universities dedicated to evaluation of transfer credits.
  - Syllabi at 4-year and 2-year need to be readily available to others.
  - Transfer courses need to overwrite previously failed courses for GPA reasons.

**Committee Recommendations:**

The Applications sub-committee will continue to share information and ideas for continuous improvement in introductory computing courses taught in our institutions. Ever-changing technological trends, varied student skill sets, large sections, and lack of funding continue to present challenges in standardization of the course content and delivery mediums. The sub-committee looks forward to future sessions to assure that KBOR's charge to provide transparency and transferability for the introductory course is met. The Computer Science sub-committee continues to seek viable means of delivering quality programming courses online and revise curricula to reflect changing industry and market trends for their majors.

All members believe that meeting as a group is an effective means of sharing information and obtaining useful tactics to employ at their respective institutions.

This report is respectfully submitted by:
Dr. Gladys Swindler
Assistant Professor
Department of Informatics
Fort Hays State University
Hays, KS

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785.628.5886

# English Minutes

**Discipline:** English
**Date:** 10/14/11
**Facilitator:** Andy Anderson
**Members present:**

Meeting Notes:

a. Report and action on previous meeting, if any: None.

b. Course/core outcomes discussion: As a group, we agreed that the Core Outcomes we have developed and revised for many years do not need revision, and that we stand by them. These outcomes are for the freshman year, and they are to be fulfilled over the course of ENGL 101 and 102. We had difficulty dividing up the core outcomes between the two courses because most institutions are addressing outcomes to different degrees in both courses, taking a year to achieve fully the outcomes. Many members were not convinced that the outcomes needed to be divided up because there do not seem to be problems with the courses transferring. Everyone at the meeting agreed that the courses should be transferred transparently and automatically didn't think that this was a problem for English.

c. Items discussed but no decision or action taken: The following list of topics were discussed and suggested as topics worthy of further conversation.
   - Labette issue about two levels of remedial writing (Statewide issues of placement)
   - CC's overloaded with developmental and fundamental English
   - Outcomes for developmental courses – success stories of what really works
   - What people do about waivers for developmental courses
   - Assessment and articulation from high school
   - Opportunities trying to integrate with K-12 to help understand what we need at certain levels. More conversation for moving from high school to college [possibly revising the framework for success in postsecondary writing] (Dana Waters suggested this)
   - Students more and more underprepared because of NCLB
   - Assessment of programs that allows for reflection of improvement
   - Comp 101 in high school—dual credit

d. Discussion regarding future need for meetings: We decided that if we are going to meet more often, which me may have to depending on what the Regents need us to do, we could most effectively discuss issues that arise on a listserv.

e. Choose a representative: If the Regents need for us to name a representative to meet with the Regents, we decided that we would prefer to have two representatives, one from CC and one from U's so that both sides of the transfer issue could be represented, as one representative would not necessarily know the issues of the other type of school.
   Rachelle Smith from Emporia State offered to serve for the Universities
   Andy Anderson offered to serve for the Community Colleges and Tech colleges.

## Mathematics Minutes

**Discipline:** Mathematics
**Date:** 10/14/11
**Facilitator:** Jeff Frost, Johnson County Community College
**Colleges present:**

Allen County Community College
Barton County Community College
Butler County Community College
Cloud County Community College
Coffeyville Community College
Cowley County Community College
Dodge City Community College
Emporia State University
Fort Hays State University
Fort Scott Community College
Highland Community College
Johnson County Community College
Kansas City Kansas Community College
Kansas State University
Labette Community College
Manhattan Area Technical College
Neosho County Community College
Pittsburg State University
University of Kansas
Wichita Area Technical College
Wichita State University

Meeting notes:

The meeting began with a discussion of developing a common math for liberal arts class. DeeAnn VanLuyck, instructor at Fort Scott Community College, gave a brief report regarding the progress of the liberal arts math course sub-committee and provided a handout. At this point, the subcommittee has collected several syllabi and has begun to write competencies. (Please email DeeAnn VanLuyck (deeannv@fortscott.edu) if you are interested in joining the sub-committee working to develop this course.)

Individuals who have expressed an interest in this group include:

| | | |
|---|---|---|
| Carol Tracy | Highland CC | cltracy@highlandcc.edu |
| Doug Joseph | Allen CC | DJoseph@allencc.edu |
| Donna LaLonde | Washburn | donna.lalonde@washburn.edu |
| Kristen Hathcock | Barton County CC | hathcockk@bartonccc.edu |
| Leslie Wenzel | Garden City CC | leslie.wenzel@gcccks.edu |
| Dylan Faullin | Dodge City CC | DFaullin@dc3.edu |

Next Nathan Stanley, instructor at Neosho Community College, presented information about the Transfer and Articulation Advisory Council, which was formed by KBOR. Nathan explained the purview of the committee which includes three goals:

- Indentify General Education Core courses that could transfer anywhere in Kansas (by January 2012)
- Approve common course outcomes for as many Core Courses as possible (by June 2012)
- Approve common course outcomes for remaining Core Courses (by December 2012)

**Core Outcomes:**

College Algebra Core Outcomes, implemented in the fall of 2004, should be continued in their present form. No changes are recommended at this time.

**Committee Recommendations:**

After discussion, the math core outcomes group agreed that College Algebra should be designated as a General Education Core Course; core outcomes for that course have been in place since 2004. Group consensus was that the current core outcomes for College Algebra remain in place.

Of greater concern to the group was how to effectively implement and monitor the Core Outcomes for online offerings of College Algebra. The remainder of the meeting was devoted to a discussion of the quality of online College Algebra classes around the state.

The group suggested that a task force be created to recommend best practices for maintaining rigorous standards of online College Algebra course offerings. Suggested topics could include:

- Utilizing technology that requires authentication so that the person taking the course is the same person who completes assessments
- Requiring exams to be a significant part of the course grade
- Implementing multiple methods of assessment
- Requiring proctored exams
- Implementing minimum standards for passing the course, such as a minimum score on a final exam

Additional discussion centered on student success rates in online math classes. The group generally agreed that data showed students in online math courses were less likely to pass than their peers in face-to-face or hybrid math courses. The group recommended that additional studies be implemented to determine characteristics of students most and least likely to succeed in online College Algebra classes.

## Philosophy Minutes

**Date and place of meeting**: October 14, 2011
**Facilitator:** Dennis Arjo
**Members present:**

Dennis Arjo (JCCC)
Kevin Blackwell (Neosho County Community College)
Charles Brown (Emporia State University)
John Coughlin (Labette Community College)
Lou Frohardt (Cloud County Community College)
Scott Jenkins (University of Kansas)
Amy Lara (Kansas State University)
James McBain (Pittsburg State University)
Gene Rice (Fort Hays State University)
Harold Rood (Washburn University)
Regina Turner (Butler County Community College)

**Meeting notes:**
Created the final draft of the core outcomes for introductory ethics courses taught at the represented colleges and universities. We also began work on core outcomes for Introductory Logic courses and Critical Thinking courses.

# Psychology Minutes

**Discipline:** Psychology
**Date:** 10/14/11
**Facilitator:** Bruce Warner
**Members Present:**

This information is not available.

**Meeting Notes:**

**a. Report any action on previous meeting if any**

No action pending from last year's meeting.

**b. Course /core outcomes discussion**

Early group discussion focused on perceptions among group members concerning the transferability of courses among the state institutions. An impression held by several members was that at least 46 hours could potentially be transferred from junior colleges to four-year institutions, but that problems might exist with the mapping of courses onto specific general education requirements at four-year institutions. Also, specific disciplines might vary in their ability to identify courses for transfer. However, it was acknowledged that assuring the transferability of credits among institutions was very important because of its benefits to students and parents.

Discussion then turned whether the discipline of psychology had adequately identified courses that would transfer among institutions. The general consensus was that psychology could very positively assert that one course, General Psychology, was seamlessly transferable among all Regents' institutions and that two others, Early Childhood Growth and Development, and Human Lifespan and Development have wide, though not seamless, transferability either as specific course numbers or as psychology electives. Regarding the human development courses, some institutions either lack the resources to teach one of these courses or do not have one of the courses on their books.

Ruth Ann Atchley of the University of Kansas suggested that PSYC 102, Orientation Seminar in Psychology, might serve as a model for an additional course which could be transferred among state institutions. KU's course is offered online and is prerequisite for admission to their psychology major. The course introduces students to psychology as a major and provides information about career fields in psychology. Currently five other four-year institutions have courses on the books that overlap to some degree with KU's PSYC 102, as summarized in the table below. However, not all of the courses are available to freshmen and sophomores and one of these is a two credit hour course with content not included in PSYC 102. Also, a similar course is not widely available at junior colleges currently.

| Institution | Course Number | Title | Credit Hours |
|---|---|---|---|
| Emporia State | PY 102 | Introduction to the Psychology Major | 1 |
| Fort Hays State | PSY 101 | Psychology as a discipline and profession | 1 |
| Kansas State | PSYCH 100<br>PSYCH 200 | Freshman Seminar<br>Junior seminar in Psychology | 1<br>1 |
| Pittsburg State | PSYCH 165 | Psychology as a Profession I | 2 |
| Washburn University | PSY 299 | Psychological Forum | 1 |

Committee members expressed strong interest in investigating whether a transferable psychology major orientation course could be developed at all of the Regent's institutions as a positive, proactive response to the Regent's concerns about transferability. This would be a multi-semester undertaking, as courses would need to be developed and legislated at institutions not currently having such a course, and curricula would require adjustment at other institutions. Committee members agreed to consult with their respective departments/units concerning the proposal and its feasibility.

**c. Actions taken**

The following course numbers appear incorrectly in Core Outcomes Document: Labette CC General Psychology is PY101 (incorrectly listed as PY2010), Labette CC Developmental Psychology is PY201 (incorrectly listed as PY2090), and Colby CC has changed Child Development to PS280 (was PS120). These should be changed to reflect the current course numbers.

Ruth Ann Atchley was elected as representative to the General Education Sub-committee of the Core Curriculum team.

Committee members were asked to consult with their respective departments/units concerning the feasibility of developing a new psychology major orientation course or adapting a current course and accepting transfer credit for an equivalent course. Committee members will report back to the Psychology Core Outcomes Committee Facilitator for possible action at the next meeting.

**d. Discussion regarding future need for meetings**

The next meeting will focus on the feasibility of a psychology major orientation course. Future meetings could focus on the development of core outcomes for such a course if it is found fully feasible based upon consultations with individual departments/units.

## Sociology Minutes

**Discipline:** Sociology
**Date:** 10/14/11
**Facilitator:** Stu Shafer, JCCC
**Members present:**

Information not available

**Meeting notes:**

Discussed "Inequality and Diversity in the U.S." general and detailed outlines

The general outline was collaboratively created when the SOC Core Outcomes group met in the 2010 group meeting. Brian Zirkle and Stu Shafer drafted a detailed outline, one that JCCC may use.

Proposed recommendation from SOC Core Outcomes group regarding inclusion of such a course in an institution's General Education curriculum:

**Understanding that not all KBOR institutions SOC units have a diversity and inequality course as a Gen Ed option, we recommend that SOC units add the course to their Gen Ed. course options.**

**Such a course would help students attain American Association of Colleges and Universities – New Century of Learning essential learning outcomes in the areas of:**

- **Knowledge of Human Cultures**
- **Personal and Social Responsibility.**

There were no objections to this proposal among the SOC Core Outcomes group members in attendance.

Members revised the general outline of the learning outcomes for the course. Stu will share the final general learning outcomes outline.

Draft Core Outcomes for Inequality and Diversity in the United States

By the end of this course students will be able to:

I. Describe the dimensions of diversity and inequality, including race, class, and gender, etc., addressing
   A. Historical development
   B. Stratification
   C. Distribution
   D. Identity construction

II. Understand the structural basis of inequality.
   A. Currently prevailing theoretical perspectives
   B. Contemporary issues

III. Critically assess how diversity occurs and how inequality exists in major social institutions.
   A. Political
   B. Economic
   C. Cultural

IV. Understand how inequalities shape social interaction
   A. Interactional practices reproducing inequality
   B. Integration and Segregation
   C. Social movements and resistance

Addressing organizational issues for purposes of KBOR general education transfer and articulation initiative

The group decided that a SOC Advisory Council would be useful.

The group decided that those who attend the SOC Core Outcomes group (meaning all KBOR institutions) will be the Advisory Council for the KBOR general education transfer and articulation initiative.

Unanimously selected to represent the SOC Advisory Council to the KBOR general education sub-committee: Stu Shafer (JCCC) will represent community colleges and Joey Sprague (KU) will represent universities.

Next steps for SOC Advisory Council

1. Adv. Council will recommend to KBOR all of the four courses for which the SOC Core Outcomes group has identified uniform learning outcomes:

- Introduction to Sociology
- Social Problems
- Sociology of the Family
- Inequality and Diversity

2. Advisory Council will meet in spring of 2012 to determine how the learning outcomes for these four courses will articulate with the American Association of Colleges and Universities – New Century of Learning essential learning outcomes. The results of that meeting should allow the Council to offer a final set of learning outcomes in time for the KBOR June 2012 deadline for approving general education core course outcomes.

## Speech Minutes

**Date:** 9/9/11
**Facilitator:** Mary Yaroskaski
**Recorder:**
**Members Present:**

**Meeting Notes:**
Meeting was held on September 9th, 2011 at the Kansas Speech Communication Association meeting in Topeka Kansas at 3:30 in the afternoon.

- The following institutions were represented:
  Community Colleges: Allen, Labette, Johnson, Kansas City Kansas, Neosho, Dodge City, Fort Scott

- Four Year Colleges: FHSU, KSU, ESU, KWU

**Meeting agenda item 1 – KBOR report**

Joan Warren, Director of Academic Affairs for the Board of Regents, discussed with the group the current status of the core outcomes project. She provided several handouts with additional information. She pointed out that the Communication group would be the first core outcomes group meeting in the state this year and asked us to focus on Public Speaking outcomes and to select a member to facilitate any future meetings, to attend the core outcomes general meeting in October, and to attend statewide meetings to represent the group as needed. The goal of having statewide core competencies for pubic speaking is to achieve a seamless transfer between community colleges and 4 year colleges as well as eventually align language and outcomes between K-12 and higher education.

The group determined that Public Speaking seemed to enjoy a high rate of transfer success in part because of the efforts of the group to set appropriate standards. However, 4-year colleges reported some difficulty with courses that were communication survey courses or with courses that did not require enough speeches. Further, the question was asked who was responsible to enforce that a college complied with the core outcomes across all courses offered. Adjunct faculty in the room reported having never seen the outcomes. Fulltime faculty in the room reported that some faculty were being given classes with over 30 students and were only requiring 2 speeches a semester. The integrity of concurrent courses was also discussed and concerns were raised that the pressure from high schools may make it difficult for faculty to adhere to the outcomes unless fully supported by their college's academic officer.

The dialog made it clear that Public Speaking is taught in hundreds of sections in a variety of situations. Yet, public speaking remains rarely challenged during transfer because the stringent core outcomes have created consistency. However, to remain a highly transferrable course the academic officers (vice presidents, deans or department chairs) of each college **must** ensure that all public speaking courses at their institutions comply with the outcomes. Failure to do so will increase the challenges aimed at the transfer of public speaking courses as transfer institutions begin to question the rigor of the courses.

**Meeting Agenda Item 2 – changes to outcomes**

Several changes were made to the outcomes. The outcomes are attached in a separate document and the rationale for all changes are explained in the **CHANGES TO CORE OUTCOMES** section below the meeting report.

**Meeting Agenda Item 3 – Interpersonal Communication**

Interpersonal Communication was discussed, and it was determined that we were not prepared at this meeting to undertake the task of drafting those outcomes. The group determined that interpersonal communication needed to be discussed at next years meeting. It was agreed that the Chair would establish a committee of communication faculty interested to start looking at current courses being taught, their outcomes and begin drafting a set of outcomes to be shared at the next meeting.

**Meeting agenda item 4 – Selection of Chair**

Marg Yaroslaski, Associate Professor of Speech at DCCC, was selected to facilitate future meetings and to represent the group at any meetings called by KBOR or the Core Outcomes Project. She was directed to forward a report of this meeting to the impacted faculty and to the Core Outcomes Project coordinators.

**Meeting Agenda Item 5 – Future Meeting**

It was decided that the Communication Core Outcomes meeting would be held again at the 2012 meeting of the Kansas Speech Communication Association. This meeting is projected to be held September 14th and 15th in Emporia KS. It was also further asked that a committee be formed to assist the convention organizers offer a stronger offering of college related workshops. This recommendation was forwarded to KSCA leadership and accepted.

**CHANGES TO CORE OUTCOMES**

1. It was reaffirmed that for a speech course to be credible, that they have a minimum of four speeches that include research, a written assignment and peer review. Specific Language was added to this effect to the preamble about speaking competencies at the beginning of the document.

Rationale: There was much discussion about the demand for four speeches. It was concluded that the public speaking course competencies demanded that a wide range of speaking skills be demonstrated. The group contended that those skills could not be accomplished in fewer than 4 research based speeches. We heard stories of teachers being given 30-40 students in a section and completing only two speeches a semester. In addition we heard students giving speeches with no research requirements. It is clear that this will not prepare students for the demands of upper level courses.

- It is understood that the research requirement would start of with basic requirements and increase in rigor.
- It is understood that class size must be limited to allow ample class time to complete this minimum of four speeches.

2. Moved “use a conversational mode through self-presentation and response to feedback” from Outcome III to II. C, 7.

   Rationale: The outcome related to interpersonal communication was removed as it seemed to require that an entire unit of a Public Speaking course be devoted to interpersonal communication - when the original intent of this course is to focus on the theories around public speaking. However, the above language seemed to fit well with the expectations of a conversational extemporaneous speech rather than a speech from manuscript and reiterated the importance of peer review.

3. Added to II. D, - subpoint 6 – Select and use an appropriate presentational aid to enhance audience understanding and increase impact of spoken message.

   Rationale: There was much discussion that the current outcomes did not require the use of presentational aids but that expectation was implicit when discussing quality public speaking courses. We discussed the need for requiring the use of technology in public speaking courses. However, it was discovered through conversation that many sections of public speaking are taught in classrooms without access to technology. So while the appropriate use of technology is a laudable goal, resources do not allow us to make it possible to demand it.

4. Removal of outcome III discussing interpersonal communication.

   Rationale: This outcome focused specifically on the teaching of Interpersonal Communication. It is feared that including this as an outcome has resulted in a distraction from Public Speaking. To maintain the rigor expected in a Public Speaking course it is impossible to cover Interpersonal Communication Theory well. Instead further pressure is put on faculty already faced with a daunting task to fit it all in. Removal of this competency does not damage the integrity of the teaching of communication theory connected to public speaking. Professors from four year colleges reported that students completing a basic communication course that covered a wide variety of theories were resistant to taking classes in topics such as Interpersonal Communication, Group Communication etc reporting that they already knew it all. We all know that while a survey course can touch on each area it cannot give each theory the level of depth given in a devoted course. It is hoped that soon we will be able to develop outcomes for Interpersonal Communication courses.

5. Renumbered outcomes IV and V to III and IV to reflect the removal of previous outcome III. Also changed formatting of Outcomes to an outline format.

# Theatre Minutes

**Discipline:** Theatre
**Date:** 10/14/11
**Facilitator:** Jeanne Klein, KU
**Members Present:**

| | | |
|---|---|---|
| Tony Piazza | piazza@allencc.edu | Allen CC |
| Bernie Wonsetler | bwonsetl@butlercc.edu | Butler CC |
| Jay Moorman | jmoorman1@bcc.edu | Butler CC |
| Scott MacLaughlin | maclaughlin@cowley.edu | Cowley CC |
| Nancy Pontius | npontius@emporia.edu | Emporia State U |
| Nathan Magee | nathanm@fortscott.edu | Fort Scott CC |
| Lawrence Alford | lawrencea@fortscott.edu | Fort Scott CC |
| Charlene Widener | widenerc@hutchcc.edu | Hutchinson CC |
| Deidre Ensz-Mattox | mattoxd@hutchcc.edu | Hutchinson CC |
| Sheilah Philip | sphilip@jccc.edu | Johnson County CC |
| Charles Leader | cleader@kckcc.edu | Kansas City KS CC |
| Ben Stark | benstark@ksu.edu | Kansas State U |
| Christopher Langsford | christopherl@labette.edu | Labette CC |
| Sarah Owen | sowen@neosho.edu | Neosho County CC |
| Jeanne Klein | kleinj@ku.edu | University of Kansas |
| Linda Starkey | linda.starkey@wichita.edu | Wichita State U |

Meeting notes:

1. Report on previous meetings:

Cores Outcomes for Theatre Appreciation (Introduction to Theatre), Stagecraft, Acting I, and Acting II have been completed.

2. Course/core outcomes discussion:

Course: Theatre Practicum (1 credit hour)

Core Outcomes: Participate in theatre productions for public audiences.
Accomplish a minimum of 45 hours of production work.

We included a minimum of 45 hours of production work because different institutions award 1 credit hour for one or two productions per semester.

We decided that faculty at four-year universities would decide how they want to transfer acting/performance and technical/design/stage management work completed at community colleges to their respective Practicum or Participation courses.

We agreed that, at the very least, all community college Practicums (e.g., 4 credit hours) should transfer to four-year universities as electives in Theatre. Only 1 or 2 Practicum credit hours may transfer as core requirements for Theatre majors at some four-year universities.

Students do not need to provide documentation (play programs, journals, clocked hours, etc.) of Practicum work, because CC faculty have already certified this documentation for students to earn Practicum credit hours on transcripts.

3. Items discussed but no decision or action taken:

Regarding the transfer of General Education course (45 credit hours) from community colleges to Board of Regent universities, we noted that many (but not all) four-year universities already transfer Theatre Appreciation and Acting I for non-Theatre majors. Dramatic Literature (or Introduction to Drama) courses, most often taught in English departments, may also transfer as General Education requirements.

Jeanne Klein (KU) will follow-up on Theatre representation for the Board of Regent's Transfer and Articulation Task Force on General Education.

4. Discussion regarding future need for meetings:

For our next meeting, we will decide Core Outcomes for Introduction to Theatre Design courses, co-facilitated by Lawrence Alford (Fort Scott CC) and Sarah Owen (Neosho CC).

At future meetings, we will also decide Core Outcomes for theatre Voice (diction, speech) courses and for theatre Movement courses.

We decided not to include Core Outcomes for Script Analysis, Directing, Introductions to Scenic Design, Costume Design, Lighting/Sound Design, and Theatre History courses as most institutions teach these courses at junior-senior levels.