

2007-2008

KANSAS CORE

OUTCOMES PROJECT

BACKGROUND

The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators, a group comprised of the chief academic officers of the state's community college 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 and represented six disciplines – biology, computer science, English, mathematics, sociology, and speech. A second meeting, in spring 2000, was conducted at Emporia State University, and three additional disciplines – history, chemistry, 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. In addition, disciplines such as English, speech and mathematics have scheduled other, independent meetings subsequently.

The Core Competency meetings were originally financed through the KCIA budget. Each institution made a commitment to their 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 the meetings would be held annually in the fall semester in the coming years. Further Core Competency meetings met in 2005 and 2006 which have reports 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 and a standard format for reporting of the reviews and outcomes as well as minutes. For this reason, the report follows a standard format for each discipline even though the information such as the course titles may not be there. Dr. Roxanne Kelly agreed to see that these would be posted on the KBOR website so that faculty would have easy access to the information.

All disciplines were invited to participate in the September 14, 2007 meeting held at the Hughes Metropolitan Complex, as well as, submit their work on a standard template that could be forwarded to the Kansas Board of Regents. The following disciplines met: Anthropology, Chemistry, Computer Science, English, Math, Psychology, and Philosophy. Although Biology, Speech, and Theatre did not meet they submitted their previous decisions and work in the standard format as requested. This was the first meeting for the philosophy group.

The format of this document will present the Core Outcomes information in the first section and the minutes in the last section.

Contact: Martha.Shawver@wichita.edu or Gary.Miller@wichita.edu

Core Outcomes

Discipline: Anthropology

General Course Title: Archeology Archaeological Methods

Date: September 14, 2007

Courses for each participating college/university for which these core outcomes apply: (not submitted)

Course Title	Course Number	Credits	Institution
			Allen
			Barton
			Butler
			Cloud
			Coffeyville
			Colby
			Colby
			Cowley
			Dodge City
			Emporia
			Fort Hays State
			Fort Scott
			Garden City
			Highland
			Johnson County
			Hutchinson
			Independence
			Kansas City Kansas
			Labette

			Neosho
			Pratt
			PSU
			PSU
			Seward
			University of Kansas
			Washburn
			Wichita State University

Comments:

Core outcomes: Draft

Students will be familiar with the basic methods and techniques of archaeological investigations (eg. Strategies of excavation, data analysis, dating) and display an understanding of the role that material culture plays in interpreting past lifeways.

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

- History and development of the field of archaeology
 - General history of archaeological practice
 - Major theoretical traditions
 - Recognition of the differences between history and prehistory
 - Diversity of practice in archaeology (academic, CRM, government)
- Chronology Building
 - Distinguish between absolute and relative dating
 - Describe a variety of chronometric dating techniques
 - Explain stratigraphy and seriation
- Field Methods and Sampling (finding and digging sites)
 - Research design
 - Describe the basic sampling techniques (random, judgemental, systematic)
 - Explain how archaeological survey is used to discover sites
 - Identify several remote sensing methods and describe how they work
 - Identify basic excavation procedures and techniques
- Describe and define some research specialties within archaeology
 - Paleoethnobotony
 - Geoarchaeology
 - Fanal analysis
 - Lithic analysis

- Major Themes
 - Subsistence strategies
 - Trade and exchange
 - Social inequality
 - Social complexity
 - Technological change
 - Ideology
- Articulate the goals of archaeological research
 - Constructing chronologies of the human past
 - Understanding past lifeways
 - Understanding the archaeological record
- Ethics
 - Laws
 - Human remains
 - Sacred places/materials (traditional cultural properties)

Comments:

These preliminary ideas will need to be finalized next year and participants will need to discuss if they intend to develop a separate set of Outcomes for introductory archaeology classes that have a world prehistory emphasis

Participants:

Margaret C. Wood, Washburn University (facilitator)	Margaret.wood@washburn.edu
Mark D. Weeks	mweeks@allenc.edu
Dorothy Collins	dcollins@kccc.edu
John Seal	johns@fortscott.edu
Linda Davis-Stephens	lindavste@yahoo.com
Jack Hofman	hofman@ku.edu

Discipline: Biology

General Course Title: Introductory Biology

Date: Developed 2000; Revised September 17, 2004

Courses from each participating College/University for which the core outcomes apply:

Course	Course No	Credit s	Institution
Principles of Biology	Bio 102	5	Allen
Principles of Biology	Life 1402	5	Barton
General Biology	BI 110	5	Butler
General Biology	SC101	4	Cloud
General Biology	Bio 101	5	Coffeyville
Principles of Biology/General Biology		4/4	Colby
Principles of Biology	Bio 4111	5	Cowley
General Biology	Bio 101	5	Dodge City
General Biology w/ lab	GB100, GB101	3/1	Emporia
Human Biologyw/lab	Biol100/102		Fort Hays State
General Biology	Bio 1215	5	Fort Scott
Principles of Biology	Biol 105	5	Garden City
College Biology	BS 101	5	Highland
General Biology	BI 101	4	Hutchinson
General Biology	Bio 1025	5	Independence
Principles of Biology	Biol 122	3+1	Johnson County
General Biology	Biol 121	5	Kansas City Kansas
General Biology	BI 0431	5	Labette
General Biology w lab	Biol 111/112	3/2	Neosho

Environ,Life Science/ General Biology w lab	Biol 113/ Biol 111/112	4/5	Pittsburg State
General Biology	Bio 125	5	Pratt
Principles of Biology	BI 1305	5	Seward
Principles of Biology w lab	Biol 100/102	3+2	University of Kansas
Intro to Biology w lab	BI 100/101		Washburn
Human Organism w lab	Biol 106/107	3+1	Wichita State University

Comments:

Introductory General Education Biology With Lab

The Biology committee's philosophy relative to this course 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 the course 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 General Education 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 7 core outcomes that we believe represent the essence of a General Education Biology Course. These 7 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:

I: Understand the nature of science.

- a. Scientific processes
- b. Scientific methods.

II: Understand the levels of organization and emergent properties of life.

- a. Chemical.
- b. Cellular.
- c. Organ/Organ System
- d. Organismal.
- e. Ecological.

III: Understand bioenergetics.

- a. Enzyme activity.

- b. Metabolism.
- c. Cellular respiration/photosynthesis.

IV: Understand the importance of reproduction in maintaining the continuity of life.

- a. Mitosis.
- b. Meiosis.
- c. Differentiation/development.
- d. Diversity of reproductive strategies.

V: Apply principles of genetics to unity and diversity of life.

- a. Classical genetics.
- b. Molecular genetics.

VI: Discuss evolution as the mechanism of change in biology.

- a. Natural Selection.
- b. Speciation.
- c. Diversity of life/Classification.

VII: Understand principles of ecology.

- a. Ecosystem organization.
- b. Ecological interactions.
- c. Environmental issues.

Suggested Life skills for Biology students.

- 1) Communication skills.
- 2) Cooperative learning.
- 3) Problem solving/Critical thinking.
- 4) Research skills.
- 5) Ethics.
- 6) Awareness of world/interdisciplinary.
- 7) Personal enrichment.
- 8) Biology enrichment.
- 9) Actionism/citizenship/responsibility.

12 Laboratory Topics/Skills:

1. Microscopy Skills
2. Quantitative measurement skills incorporating the metric system
3. Analytical and statistical skills including presenting and/or interpreting graphs, tables, etc.
4. Experience with living organisms
5. Identification and proper use of laboratory equipment including the most current technology available
6. Field experience
7. Basic biochemistry
8. Organismal and cellular structure and function
9. Classification/taxonomy
10. Evolution/natural selection
11. Genetics
12. 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 Sept. 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 7 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 lab component with a minimum of 4 credit hours.
5. The lab component should be considered to be an integral part of the course and linked to the lecture material whenever possible.
6. The lab component must include the lab topics and skills that are listed above. A single lab could incorporate several topics/skills.

It is expected that the 9 suggested life skills be incorporated into a General Education Biology course, but the assessment of these skills should not be mandated.

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

Resolution 1:

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

Resolution 2:

The Committee opposes the concept of Concurrent enrollment and believes college courses should be taught in a college setting for the following reasons:

1. The new science standard 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. The adjunct instructors should have the same credentials as the full-time instructors, MA with 18 hours in the discipline. The appointment of Adjunct Instructors 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 it is appropriate for the course
3. The adjunct instructor should be involved in faculty mentoring
4. Suggested pre assessment of concurrent enrollment students to ensure college preparedness of students

5. Suggested institutions adhere to the guidelines proposed by the legislature regarding concurrent enrollment. (see attachment from Kansas Board of Regents Policy and Procedures)

Members participating:

Steve Yuza,	Chanute
Bharathi Sudarsanam,	Labette
Dave Chambers,	Pratt
James Triplett,	Pittsburg State
Elmer Finck,	Fort Hays State
Sondra Dubowsky,	Allen County
Bill Langley,	Butler
Ken Larkins,	Highland
Ken Hudiburg,	Fort Scott
Chris Haufler,	University of Kansas
Ernie May,	Kansas City, Kansas
Laura Gossage	Hutchinson
Tonya Kerschner	Butler
Todd Carter	Seward
John Schafer	Garden City
Arthur Nonhof	Garden City
Scott Thompson	Cloud
Richard Clarke	Cloud
Michael Westerhaus	Pratt
John Simmons	Barton
David Loring	Johnson County
Larry Corpus	Dodge City
Lee Boyd	Washburn University
John Richard Schrock	Emporia State
Leslie Berryhill	CowleyCollege
Michelle Schoon	CowleyCollege
Ellie Skokan	Wichita State—facilator in 2004
Brent Bates	Facilitator in 2000

Discipline: Biology

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

Date: Fall 2003; modified Fall 2005

Courses titles from each participating College/University for which the Core outcomes apply:

<u>Course</u>	<u>Course No.</u>	<u>Credit Hrs.</u>	<u>Institution</u>
			Allen
			Barton
			Butler
			Cloud
			Coffeyville
			Colby
Bio1/Bio2	4135/4135	5/5	Cowley
			Dodge City
			Emporia State
			Fort Hays State
			Garden City
			Highland
Bio/Bio	104/105	5/5	Hutchinson
			Independence
Bio1/Bio2	135/150	4/5	Johnson County
			Kansas City Kansas
Biol/Biol	198/201	4/5	KSU
Bio /Bio	407/402	5/5	Labette

Bio1/Bio2	251/252;255/256	5/5	Neosho
Bio1/Bio2	211/212;215/216	4/4	Pittsburg State
Zoo/Bot (Bio)	145/155		Pratt
Zoo/Bot (Bi)	2515/2505	5/5	Seward
Bio1/Bio2	150/152	4/4	University of Kansas
Bio/Bot/Zoo	102/105/110	5/4/4	Washburn
			WSU

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, the student will be able to describe, identify and demonstrate an understanding of:

1. the nature of science
2. atoms and molecules as the building blocks of life
3. the structure and function of cells and cellular transport mechanisms
4. the structure and function of organs and organ systems
5. energy and its use in various living organisms
6. cellular respiration
7. photosynthesis
8. the cell cycle and the continuity of life
9. the patterns of inheritance
10. meiosis, chromosomes, and the mechanism of heredity
11. molecular genetics, gene technology and bioethics
12. organismal growth and development
13. population genetics and evolution
14. speciation
15. phylogeny of organisms and the systems of classification
16. prokaryotes and viruses
17. the Kingdom Fungi
18. the Kingdom Protista
19. the Kingdom Plantae
20. the Kingdom Animalia

- 21. population dynamics and community ecology
- 22. 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 3 semesters, where required. The four year institutions will determine what additional classes will be needed.

Participants:

Michelle Schoon, CowleyCCC, Natural Science Chair, (schoon@cowley.edu) Facilitator

Joan Pearson, Associate Dean, Labette, (JoanP@labette.edu), Facilitator

Scott Layton, CowleyCCC

Ursula Jander, Washburn

Todd Carter, SewardCC

Bharanthi Sudarsauam, LabetteCC

Frank Potter, Fort Hays State

Dick Clarke, CloudCCC

Steve Yuza, NeoshoCC

Marsh Sundberg, Emporia State

Chris Haufler, University of Kansas

Jim Dawson, Pittsburg State

Kip Chambers, PrattCC

John Simmons, BartonCCC

Ernie May, KCKCC

Jim Lyle, KCKCC

Larry Corpus, Dodge City CC

Jack Gilmore, Fort Scott CC

Johanna Foster, Johnson County CC

Joyce Selsor, Hutchinson CC

Discipline: Biology

General Course Title: Microbiology

Date: September 2005

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

Course Title	Course Number	Credits	Currently Adopted Textbook	Institution
Microbiology	BIO 271		Alcamo's Fundamentals of Microbiology	Allen County
				Barton County
Microbiology	BIO 240		A Human Perspective 4th edition - Nester	Butler County
Microbiology	SC 111/112(lab)		Microbiology – Tortora 8th edition	Cloud County
Microbiology	BIO 204		Microbiology – Tortora	Coffeyville
Microbiology	BI 285		Fundamentals of Microbiology – Talaro	Colby
Microbiology	BIO 4160		A Human Perspective - Nester:	Cowley
Microbiology	BIO 210		Intro to Microbiology – Ingraham & Ingraham	Dodge City
Microbiology	MC 316		Microbiology, Principles & Explorations 6th ed Jacquelyn G. Black Microbiology	Emporia State
Microbiology for Allied Health	BIOL 240		Microbiology A Human Perspective – Nester	FHSU
Microbiology	BIO 1245		A Human Perspective 4th edition - Nester	Ft. Scott
Microbiology	BIOL 213		A Human Perspective 4th	Garden City

			edition – Nester	
Microbiology	BS 203		Microbiology – Tortora	Highland
General Microbiology	BI 112		Microbiology – Black	Hutchinson
Microbiology	BIO 2055		Microbiology – An Intro - Tortora, Funke, & Case	Independence
Microbiology	BIOL 230		Microbiology – Bauman	JCCC
Microbiology	BIOL 261		Microbiology – Black	KCKCC
General Microbiology	BIOL 455		Microbiology – Brock	KSU
General Microbiology	411		Microbiology – Tortora, Funke, Case	Labette
Microbiology	BIOL 271		Foundations in Microbiology, Talaro, 2005	Neosho
				Pittsburg State
Microbiology	BIO 265		Microbiology - Tortora	Pratt
Microbiology	BI 2705		Microbiology A Human Perspective– Nester	Seward
Basic Microbiology	BIOL 200		Foundations of Microbiology, K.P. Talaro – 5th Edition	University of Kansas
Intro to Microbiology	BI 204 & 205 (lab)		Microbiology – Black	Washburn
Intro to Microbiology	BIOL 220		Microbiology A Human Perspective – Nester	WSU

Comments:

Recommended PRE-REQUISITES

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 2-year Allied Health program with that of a 4-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:

Content knowledge

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

Laboratory Skills

- I. Discipline specific
 - A. Practicing laboratory safety
 - B. Collecting and handling specimens
 - C. Isolating and identifying microorganism (differentiation)
 - D. Using a microscope
 - E. Pipetting and micropipetting
 - F. Using aseptic technique
 - G. Growing and controlling microorganisms
 - H. Utilizing basic antigen-antibody interactions
 - I. Making dilutions

II. General

- A. Effectively communicating scientific information
- B. Finding and using appropriate resources
- C. Critically evaluating information, results, and incompatibilities
- D. 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.

Participants:

Name	Affiliation	email
Barker, Don	Coffeyville	donb@coffeyville.edu
Berryhill, Leslie	Cowley	berryhill@cowley.edu
Carter, Todd	Seward	tcarter@sccc.net
Clarke, Richard	Cloud	dclark@cloud.edu
Cole, Betty	Washburn	betty.cole@washburn.edu
Coon, Lowell	Colby	Lowell@colbycc.edu
Corpus, Larry	Dodge City	ldcorpus@dc3.edu
Dubowsky, Sondra	Allen Co	dubowsky@allencc.edu
Dudiburg, Ken	Fort Scott	
Egbert, Kristy	WSU	kristy.egbert@wichita.edu
Ellioitt, Melissa	Butler	melliott@butlercc.edu
Foreman, Brian	Independence	bforeman@indycc.edu
Foster, Johanna	Johnson Co	
Gillock, Eric	Fort Hays	egillock@fhsu.edu
Haufler, Chris	KU	vulgare@ku.edu
Kerschner, Tonya	Butler	tkershner@butlercc.edu
Larkins, Ken	Highland	klarkins@highlandcc.edu
Layton, Scott	Cowley	laytons@cowley.edu
Lyle, Jim	KCK	jlyle@kckcc.edu
May, Ernie	KCK	emay@kckcc.edu
Moeller, Harry	Highland	hmoeller@highlandcc.edu
Oliver, Pam	Neosho	
Paramore, Trichia	Hutchinson	paramoret@hutchcc.edu
Paruch, Ryan	Cowley	
Sadarsanam, Barathi	Labette	bharathis@labette.edu
Schafer, John	Garden City	john.schafer@gccks.edu
Schrock, John Richard	Emporia	ksnaturl@emporia.edu

Smith, Curtis	KCK	cvsmith@kckcc.edu
Strauss, Eric	Fort Hays	eastrauss@fhsu.edu
Thompson, Scott	Cloud	jthompson@cloud.edu
Westerhaus, Michael	Pratt	michaelw@prattcc.edu
Wolf, Curtis	Barton	wolfc@bartoncc.edu
Wolfgram, Luanne	Johnson Co	lwolfgra@jccc.edu
Wong, Peter	KSU	wongpp@ksu.edu
Yuza, Steve	Neosho	syuza@neosho.edu

Facilitator: Michelle Schoon schoon@cowley.edu

Discipline: Biology

General Course Title: Anatomy and Physiology

Date: September 2006

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

<u>Course Title</u>	<u>Course Number</u>	<u>Credits</u>	<u>Current Text</u>	<u>Institution</u>
Human A&P	BIO 257	5	Sheir etal: Hole's Human A&P	Allen County
Anatomy & Physiology	Life 1408		Marieb: 5 credits	Barton County
A&P, A&P w/Review I,II	BI 240; 226/227		Saladin: 5 credits; 4 each w/review	Butler County
Human Anatomy, Human Physiology	SC 122, SC 123		Seeley, Stevens, & Tate	Cloud County
Human A&P 1&2	SC 120, 121		Saladin 4th Ed.	Cloud County (Junction City Campus)
Anatomy & Physiology	BIOL 123-01		In between texts now, will adopt one.	Coffeyville
Anatomy & Physiology I, II	BI 276, BI 277		Marieb 7th Ed: 8 total hours (2 semesters)	Colby
Human Anatomy & Physiology	BIO4150		Tortora and Derirckson, 11th Ed. Allen and Harper 2nd Ed. Lab Manual	Cowley
				Dodge City
Intro. Human A&P/ Human Anatomy & Physiology	ZO 200/201;		Shier et al. 2006. Hole*s Essentials of Human Anatomy and Physiology 9th edition.	ESU

	ZO 362/363		Zo362/363: Shier, Butler and Lewis. 2007. "Hole*s Human Anatomy and Physiology", 11th ed.	
Human A&P and two labs (Anatomy and Physiology)	BIOL 230/232/234		Lecture=3 hrs, labs are 1 each/ Marieb's Human A&P 7th Ed.	Flint Hills TC
				FHSU
Anatomy & Physiology	5 hrs.		Hole, Anatomy & Physioloby	Ft. Scott
A&P I and A&P II	BIOL 211/212		4 hrs each: 3 lect and 1 lab; Seeley Stephens, and Tate 7th	Garden City (2 semester)
				Highland
				Hutchinson
Biol 2004	5 hrs lab/lecture		Hole's Human Anatomy and Physiology	Independence
Biol 144-Human A&P	5 credits		1 semester Hole- Human A&P	JCCC
				KCKATS
Human Anatomy & Physiology	BIOL 143 (1 Sem)		Hole's Human Anatomy and Physiology	KCKCC
				KSU
Physiology and Anatomy	Biol 246/247-Phys 5 credits Biol 240/241-Anat. 5 credits		Anat.-Human Anatomy, Martini Timmous & Tallitsch Phys-Human Physiology,	KU

			Silverthorn	
				Kaw Area TS
Anatomy & Physiology	BIOL 0412		Hole's Essentials of Anatomy & Physiology; Lab Investigations in A&P, Catversion S. Sarikas 9th.	Labette
				MATC
Anatomy & Physiology	257/258		Hole's Human Anatomy and Physiology	Neosho
				NC KS TC
				NE KS TC
				NW KS TC
Anatomy & Physiology	BIO 257/258 (5hr)		Seeley, Stevens, & Tate	PSU
				Pratt
				Salina ATS
Human Anatomy Human Physiology	BI 2304 BI 2314		Van De Graaf, Kent M. <i>Human Anatomy</i> . McGraw Hill. Fox, <i>Human Physiology</i> , McGraw Hill	Seward
Human Anatomy, Human Physiology	BI 275, BI 255		Human Anatomy, McKinley & O'Laughlin, Human Physiology Silverthorn	Washburn
				WATC
				WSU

Comments:

Recommended PRE-REQUISITES

- 1) college chemistry (introductory/general)
- 2) college biology (introductory/general)

Core Outcomes:

The 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.

Anatomy & Physiology

A. Body Plan & 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:

- anatomical position
- body planes, sections
- body cavities & regions
- directional terms
- basic terminology
- levels of organization
- survey of body systems

B. 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:

- negative feedback
- positive feedback
- homeostatic mechanisms
- control systems

C. Chemistry & 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:

- atoms & 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 & function
- mechanisms for movement of materials across cellular membranes
- organelles
- protein synthesis
- cellular respiration (introduction)
- somatic cell division (mitosis & cytokinesis)

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

D. 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:

- microscopic anatomy, location, & functional roles of the basic tissue types, including epithelial, connective, muscular, & nerve
- membranes (mucous, serous, & synovial)

E. 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:

- general functions of the skin
- gross & microscopic anatomy of the skin & accessory structures
- roles of the specific tissue layers of the skin
- roles of the accessory structures

F. 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:

- general functions of bone & the skeletal system
- histology & structure of a typical bone
- physiology of bone formation, growth, remodeling, & repair
- names & markings of bones
- organization of the skeleton
- structure & function of joints
- classification of joints

G. 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:

- general functions of muscle tissue
- identification, general location, & comparative characteristics of skeletal, smooth, & cardiac muscle tissue
- detailed gross & microscopic anatomy of skeletal muscle
- physiology of skeletal muscle contraction
- skeletal muscle metabolism
- principles & types of whole muscle contraction
- nomenclature of skeletal muscles
- group actions of skeletal muscles (prime movers, synergists, etc.)
- location & function of the major skeletal muscles

H. 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:

- general functions of the nervous system
- organization of the nervous system from both anatomical & functional perspectives
- gross & microscopic anatomy of the nerve tissue
- neurophysiology, including mechanism of resting membrane potential, production of action potentials, & impulse transmission
- neurotransmitters & their roles in synaptic transmission
- sensory receptors & their roles
- division, origin, & function of component parts of the brain
- protective roles of the cranial bones, meninges, & cerebrospinal fluid
- structure & function of cranial nerves
- anatomy of the spinal cord & spinal nerves
- reflexes & their roles in nervous system function
- physiology of sensory & motor pathways in the brain & spinal cord
- functions of the autonomic nervous system
- comparison of somatic & autonomic nervous systems

I. 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 gustation and briefly describe the physiology of smell and taste.

Topics include:

- gross & microscopic anatomy of the eye & ear
- roles of specific tissues of the eye in vision

- roles of specific tissues of the ear in hearing & equilibrium
- olfactory receptors & their role in smell
- gustatory receptors & their role in taste

J. 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:

- general functions of the endocrine system
- definition & chemical classification of hormones
- control of hormone secretion
- mechanisms of hormone action at effectors
- roles of the hypothalamus & pituitary gland
- identity, secretory control, & functional roles of the major hormones of the pituitary, adrenal, thyroid, parathyroid, pancreas, gonads, & pineal glands, including the effects of hypo- & hypersecretion
- functions of hormones secreted by other endocrine tissues & cells, such as erythropoietin, thymosin, digestive hormones, placental hormones, atrial natriuretic peptide, vitamin D, eicosanoids, & 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.

K. 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:

- general functions of the cardiovascular system
- formation & composition of blood plasma
- identity, microscopic anatomy, numbers, formation, & functional roles of the formed elements of the blood
- hemostasis, including coagulation of the blood
- ABO & Rh blood grouping
- gross & microscopic anatomy of the heart, including the conduction system
- physiology of cardiac muscle contraction
- pattern of blood flow between heart chambers & between the heart & major vessels leading directly to or from the heart
- cardiac cycle, including basic rhythm of heartbeat, pressure & volume changes, heart sounds, & electrocardiogram
- regulation of stroke volume & heart rate
- anatomy & functional roles of the different types of blood vessels
- pattern of blood circulation throughout the body, including systemic, pulmonary, coronary, hepatic portal, & fetal circulations

- blood pressure & its functional interrelationships with cardiac output, peripheral resistance, & hemodynamics

L. Lymphatic System & 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:

- general functions of the lymphatic system
- gross & microscopic anatomy of the lymphatic system, including the pattern of lymph circulation
- lymph formation & flow mechanisms
- non-specific resistance to disease & the inflammatory response
- antibody-mediated (humoral) immune response
- cell-mediated immune response
- roles of B cells & T cells in immune response

M. 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:

- general functions of the respiratory system
- gross & microscopic anatomy of the respiratory tract & related organs
- mechanisms of pulmonary ventilation
- pulmonary air volumes & capacities
- mechanisms of gas exchange in lungs & tissues
- mechanisms of gas transport in the blood
- control of pulmonary ventilation

N. 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:

- general functions of the digestive system
- gross & microscopic anatomy of the GI tract & the accessory organs of digestion
- mechanical & chemical processes of digestion & absorption
- processes of excretion & elimination
- hormonal & neural regulation of digestive processes
- homeostatic integration with other systems

O. 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:

- cellular respiration
- catabolism & anabolism of carbohydrates, lipids, & proteins
- nutrition & metabolism
- metabolic roles of specific tissues & organs, including the liver, adipose tissue, & skeletal muscle
- hormonal & neural regulation of metabolism
- energy balance, metabolic rate, & thermoregulation

P. 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:

- general functions of the urinary system
- gross & microscopic anatomy of the urinary tract, including detailed histology of the nephron
- functional processes of urine formation, including filtration, reabsorption, secretion, & excretion
- factors regulating & altering urine volume & composition, including the renin-angiotensin system and the roles of aldosterone & antidiuretic hormone
- endocrine activities of the kidneys, such as vitamin D activation & secretion of erythropoietin
- innervation & control of the urinary bladder

Q. Fluid/Electrolyte & 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:

- regulation of water intake & output
- description of the major fluid compartments, including intracellular, extracellular, intravascular, & interstitial
- volume & chemical composition of major compartment fluids
- movements between the major fluid compartments, causal forces, volumes, & electrolyte balance
- buffer systems & their roles in acid/base balance
- role of the respiratory system in acid/base balance
- role of the urinary system in acid/base balance

R. 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:

- general functions of the reproductive systems
- gross & microscopic anatomy of the male & female reproductive tracts & external genitalia

- reproductive cell division (meiosis, gametogenesis, folliculogenesis)
- specific roles of the ovaries, uterine tubes, uterus, & vagina
- specific roles of the testes, epididymis, ductus deferens, seminal vesicle, prostate, bulbourethral glands, & urethra
- regulation of reproductive functions, including puberty, the female reproductive cycle, spermatogenesis, & the climacteric
- development of the embryo/fetus & the hormonal changes during pregnancy
- parturition & labor
- mammary gland anatomy & physiology
- sex determination & introductory human genetics

Comments:

It should be noted that the topics for this course may be covered in a different sequence from that which is 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.

Participants:

Name	Affiliation	E-mail
Michelle Schoon, Facilitator	Cowley	schoon@cowley.edu
Leslie Berryhill	Cowley County CC	berryhill@cowley.edu
Don barker	CCC	donb@coffeyville.edu
Mary Shaw	LCC	marys@labette.edu
John Simmons	Barton County CC	simmonj@bartonccc.edu
Richard Clarke	Cloud County CC	dclarke@cloud.edu
Scott Thompson	Cloud County CC	jthompson@cloud.edu
S.C. Bennett	FHSU	cbennett@fhsu.edu
Jack Gilmore	FSCC	jackg@fortscott.edu
Sandra Hill	Colby CC	sandy.h@colbycc.edu
Brian Foreman	ICC	bforeman@indycc.edu

Larry Corpus	DCCC	ldcorpus@dc3.edu
Marilyn Shopper	JCCC	mshopper@jccc.edu
Luanne Wolfgram	JCCC	lwolfgra@jccc.edu
Sondra Dubowsky	ACCC	dubowsky@allencc.edu
Christopher Haufler	KU	vulgare@ku.edu
John Richard Schrock	ESU	ksnaturl@emporia.edu
Susan Forrest	Butler CC	sforrest@butlercc.edu
Katherine Gifford	Butler CC	kgifford@butlercc.edu
Ernie May	KCKCC	emay@kckcc.edu
Jim Lyle	KCKCC	jlyle@kckcc.edu
Neal Schmidt	PSU	nschmidt@pittstate.edu
Peter Chung	PSU	pchung@pittstate.edu
Steve Yuza	Neosho County CC	syuza@neosho.edu
Sarah McCoy	Neosho County CC	smccoy@neosho.edu
Rejeana Young	Cowley County CC	youngr@cowley.edu
Duane Hinton	WU	duane.hinton@washburn.edu
Bharathi P. Sudarsanam	LCC	bharathis@labette.edu
Terry Lee	GCCC	terry.lee@gcccks.edu

Discipline: Computer Science

General Course Title: Information Technology

Date: Fall 2006; Fall 2007

Courses from each participating College/University for which the core outcomes apply:

Course title	Course Number	Credits	Current Textbook	Institution
Intro to Computers	CS 101		Shelly, Gary B, Thomas J. Cashman, and others. Discovering Computers 2008 Complete	Allen County
Computer Concepts and Applications	BSTC 1036		Microcomputer Applications-Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat. Microsoft Office 2003	Barton County
Computer Concepts	BE 160		Parsons, J. June, Dan Oja, and Rachel B. Bunin. (2004) Computer Concepts: Illustrated Introductory (5th ed.). Boston, MA: Course Technology. Parsons, June & Dan Oja. (2003) The Practical Office XP. Boston, MA: Course Technology.	Butler
Computer applications	CS 108		Course Tech – New Perspectives (2 nd ed.)	Cloud
Introduction to software applications	COMP 162		Microsoft Office XP – Ruthowsky – 6 th edition	Coffeyville
Introduction to Computer Concepts and applications	CO176		Practical PC 4 th (Parsons, Oja) Practical Office 2003, Microsoft Office 2003	Colby

Intro to Microcomputers	BDP 1516			Cowley
Computer Concepts and applications	CS 101		Course Technology – New Perspectives	Dodge City
Intro to microcomputer Applications	IS 113		Shelly Cashman Office 2003	Emporia
Introduction to Computer Info systems	CIS 101		Custom Text	Fort Hays State
Personal computing	COM 1013		Learning Microsoft Windows 2000 '99	Fort Scott
Into to Comp Applications and Concepts	CSCI 1103		Shelly Cashman Computer Concepts, Course Technology 2005; Office 2003 Premium ed.	Garden City
Intro to Micro Computers	BUS 100		Not Selected	Highland
Micro Computer Applications	IS 104		Shelley Cashman, Office 2003 Introductory Concepts & Techniques; Shelley Cashman, Discovering Computers 2006 Brief Edition	Hutchinson
Computer Concepts and applications	CIT 1003		Shelly/Cashman - Custom Intro and Advanced Concepts & Techniques Office 2007; Discovering Computers 2008	Independence
Intro to Computer Concepts and applications	CIS 124		Oleary #5 Bk Applications & Concepts w/cd package	Johnson County

Computer Concepts and applications	CIST 101		ISBN: 0-536-94670-1; Technology in Action Alan / Kendall / Martin	Kansas City Kansas
Introduction to Information Technology/ Applications/ Intro to Micro Computer Database/ Intro to Micro Computing Word Processing	CIS 101 CIS 102 CIS 103 CIS 104		Hutchison & Coulthard, Microsoft Windows NT 4.0, Advantage Series for Computer Education, 1997. Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing S Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing S Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing S	KSU
Computer Concepts and Applications	CS 0715		Shelly/Cashman, Introductory Windows XP and Office 2003	Labette
Micro Computer Applications	CSIS 100		Office 2003	Neosho
Micro Computer applications	BUS 235		Microsoft Office 2003, Nita Rutkosky Technology in Action 3rd ed.	Pratt
Computer Information systems	CSIS 130		Discovering Computers 2003, Shelly	PSU
Intro to Computer Concepts/App	CS 1203		MS Office 2007 GO Series and Technology in Action, 4th Edition	Seward
Introductions to Computer	EECS 128			University of

Based Information systems				Kansas
Computer Concepts and Applications	CM 110		Shelly Cashman Computer Concepts	Washburn
Intro to Computers & Their Applications	CS 105		Shelly/Cashman Discovering Computers	Wichita State University

Comments:

Core Outcomes:

1. Hardware: Understand specifications and configuration of computer hardware
2. Operating Systems and Systems software: Understand and identify the major roles of operating systems Systems software.
3. Internet: Understand the impact and use of the Internet.
4. Word-processing: Use word-processing software to create, edit and produce professional Looking documents.
5. Spreadsheets: Create spreadsheets and charts to analyze, investigate and/or interpret numerical Financial data to support that problem-solving process.
6. Database: Design, create and maintain a database, which produces easy access to information in Multiple dimensions.
7. Presentation: Use presentation software to create, edit and produce professional looking presentations.
8. Integration: understand integration, application software.
9. Ethical issues and concepts: understand ethical and social standards of conduct regarding the use Of technology.
10. Cybersecurity: Indentify and understand security threats and solutions.

Comments:

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

Participants:

Chan Tung

ctung@kckcc.edu

Kansas City Kansas Community College

Virg Wallentine

virg@ksu.edu

Kansas State University

David Kruse

david.kruse@colbycc.edu

Colby Community College

Crystal Pounds	crystal.pounds@colbycc.edu	Colby Community College
Kendall Payne	kendallp@coffeyville.edu	Coffeyville Community College
Bill Wyatt	bwyatt@kckcc.edu	Kansas City Kansas Community College
Larry Shead	larrys@fortscott.edu	Fort Scott Community College
Stoney Gaddy	sgaddy@indycc.edu	Independence Community College
Joe Burke	joeburke@labette.edu	Labette Community College
Russ Hanna	rhanna@jccc.edu	Johnson County Community College
Chet Anson	canson@cloud.edu	Cloud County Community College
Chad DeVoe	cdevoe@neosho.edu	Neosho County Community College
Dana Allison	allisond@bartonccc.edu	Barton County Community College
Doug Polston	polstond@bartonccc.edu	Barton County Community College
Sharon Lawless	slawless@allencc.edu	Allen Community College
Gerry Uphoff	guphoff@allencc.edu	Allen Community College
Margaret Pickering	mpickering@butlercc.edu	Butler Community College
Joyce Fields	fields@allencc.edu	Allen Community College
Anna Catterson	catterson@allencc.edu	Allen Community College
Junnae Landry	lunnael@prattcc.edu	Pratt Community College
Jillene Cunningham	cunninghamj@hutchcc.edu	Hutchinson Community College
Gladys Swindler	ggiebler@fhsu.edu	FHSU
Janice L. Williams	janice.williams@sccc.edu	Seward County Community College
Mindy Holder	mindy.holder@sccc.edu	Seward County Community College

Facilitators:

Stoney Gaddy	sgaddy@indycc.edu	Independence Community College
Chan Tung	ctung@kckcc.edu	Kansas City Kansas Community College
Virg Wallentine	virg@ksu.edu	Kansas State University

Discipline: English

General Course Title: English Composition I and II

Date: Approved original document November 5, 1999; Approved Revised Document, September 15, 2006; Reapproved Co

Courses from each participating College/University for which the core outcomes apply:

Course Title	Course Number	Institution
Eng Comp I and II	COL 101, COL 102	Allen County
Eng Comp I and II	ENGL 1204, ENGL 1206	Barton County
Eng Com I and II	EG 101, EG 102	Butler
Eng Com I and II	CM 101,CM 102	Cloud
Eng Comp I and II	ENGL 101, ENGL 102	Coffeyville
Eng Comp I and II	EN 176, EN 177	Colby
Eng Comp I and II	ENG 2211,ENG 2212	Cowley
Eng Comp I and II	ENG 102, ENG 103	Dodge City
Eng Com I and II	EG 101, EG 102	Emporia
Eng Com I and II	ENG 101, ENG 102	Fort Hays State
Eng Comp I and II	ENG 1013, 1023	Fort Scott
Eng Comp I and II	ENGL 101, ENGL 102	Garden City
Eng Comp I and II	ENG101, ENG 102	Highland
Eng Comp I and II	EN 101, EN 102	Hutchinson
Eng Com I and II	ENG 1003. ENG 1013	Independence
Eng Com I and II	ENG 121,ENG 122	Johnson County
Eng Comp I and II	ENG 101, ENG 102	Kansas City Kansas
Eng Comp I and II	ENGL 100, ENG 200	KSU
Eng Comp I and II	1513, 1514	Labette

Eng Comp I and II	ENGL 101,ENGL 289	Neosho
Eng Com I and II	ENG 176, ENG 177	Pratt
Eng Com I and II	ENG 101, 190 or 289	PSU
Eng Comp I and II	EG 1103, EG 1113	Seward
Eng Comp I and II	ENGLISH 101, ENGLISH 102	University of Kansas
Eng Comp I and II	EN 101, EN 300	Washburn
Eng Comp I and II	ENGL 101, 102	Wichita State University

Comment:

The Committee reapproved the outcomes as revised in 2006 and wished to re-emphasize 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

- 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

- 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 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

- 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 / Revised September 15, 2006 / Reapproved September 14, 2007

Participants: (2007)

Andy Anderson, JCCC, aanders@jccc.edu **FACILITATOR**

Deb Bickner, Colby, deb.bickner@colbycc.edu

Allison Colson, Labette, allisonc@labette.edu

Waneta Davis, Coffeyville, wanetad@coffeyville.edu

Darren DeFrain, WSU, darren.defrain@wichita.edu

Monette DePew, Pratt, monetted@prattcc.edu

Allison Erickson, Highland, aerickson@highlandcc.edu

Stephannie Goerl, Barton, goerls@bartonccc.edu

Adam Hadley, KCKCC, ahadley@kckcc.edu

Teresa Johnson, Barton, johnsont@bartonccc.edu

Sonya Lancaster, KU, sonyal@ku.edu
Laura Meyers, ESU, lmyers@emporia.edu
Paul Morris, PSU, smorris@pittstate.edu
Troy Nordman, Butler, tnordman@butlercc.edu
Brenton Phillips, Cloud, bphillips@cloud.edu
Anne Phillips, KSU, annek@ksu.edu
Melvetta Severt, Labette, melvettas@labette.edu
Mary Sheldon, Washburn, mary.sheldon@washburn.edu
Jane Smith, Neosho, jsmith@neosho.edu
Dana Waters, Dodge City, dpwaters@dc3.edu
Bradley Will, FHSU, bwill@fhsu.edu
Marsha Elyn Wright, Garden City, marsha.wright@gcccks.edu

Nancy Zenger-Beneda, Cloud, zbeneda@cloud.edu

Trudy Zimmerman, Hutchinson, zimmermant@hutchcc.edu

Discipline: English

General Course Title: Literature

Date: Adopted September 16, 2005; Reapproved Core Outcomes Statement, September 14, 2007

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

Course Title	Course Number	Credits	Institutions
Intro to Literature			Allen
Intro to Literature	LITR 1210		Barton
Intro to Literature	LT 201		Butler
Intro to Literature			Cloud
Intro to Literature			Coffeyville
Intro to Literature			Colby
Intro to Literature			Colby
Intro to Literature			Cowley
Intro to Literature			Dodge City
Intro to Literature	EG 207		Emporia
Intro to Literature	ENGL 126		Fort Hays State
Intro to Literature			Fort Scott
Intro to Literature			Garden City
Intro to Literature			Highland
Intro to Literature	EN 201		Hutchinson
Intro to Literature			Independence
Intro to Literature	ENG 130		Johnson County
Intro to Literature	ENGL 104		Kansas City Kansas
Intro to Literature	ENGL 251		KSU

Intro to Literature	1540		Labette
Intro to Literature			Neosho
Intro to Literature	LIT 237		Pratt
Intro to Literature			PSU
Intro to Literature			Seward
Intro to Literature			University of Kansas
Intro to Literature	EN 135		Washburn
Intro to Literature			Wichita State University

Comments:

Core outcomes:

The Introduction to Literature student will demonstrate a college-level ability to

1. Communicate an awareness of the range and complexity of human experience as expressed through literature
2. Examine the interactions of reader and writer in the creation meaning
3. Articulate the distinctive features of various genres
4. Analyze structures and figurative language of literary texts
5. Apply modes of critical inquiry specific to the discipline
6. Write thoughtful literary analysis using appropriate terminology and conventions

Comments:

Participants:

Andy Anderson, JCCC, aanderson@jccc.edu **FACILITATOR**
 Deb Bickner, Colby, deb.bickner@colbycc.edu
 Allison Colson, Labette, allisonc@labette.edu
 Waneta Davis, Coffeyville, wanetad@coffeyville.edu
 Darren DeFrain, WSU, darren.defrain@wichita.edu
 Monette DePew, Pratt, monetted@prattcc.edu
 Allison Erickson, Highland, aerickson@highlandcc.edu

Stephannie Goerl, Barton, goerls@bartonccc.edu
Adam Hadley, KCKCC, ahadley@kckcc.edu
Teresa Johnson, Barton, johnsont@bartonccc.edu
Sonya Lancaster, KU, sonyal@ku.edu
Laura Meyers, ESU, lmyers@emporia.edu
Paul Morris, PSU, smorris@pittstate.edu
Troy Nordman, Butler, tnordman@butlercc.edu
Brenton Phillips, Cloud, bphillips@cloud.edu
Anne Phillips, KSU, annek@ksu.edu
Melvetta Severt, Labette, melvettas@labette.edu
Mary Sheldon, Washburn, mary.sheldon@washburn.edu
Jane Smith, Neosho, jsmith@neosho.edu
Dana Waters, Dodge City, dpwaters@dc3.edu
Bradley Will, FHSU, bwill@fhsu.edu
Marsha Elyn Wright, Garden City, marsha.wright@gcccks.edu
Nancy Zenger-Beneda, Cloud, zbeneda@cloud.edu
Trudy Zimmerman, Hutchinson, zimmermant@hutchcc.edu

Discipline: History

General Course Title: World Civilization

Date: September 16, 2005

Courses from each participating College/University for which the core outcomes apply:

Course Title	Course Number	Credits	Institutions
			Allen
			Barton
			Butler
			Cloud
			Coffeyville
			Colby
			Colby
			Cowley
			Dodge City
			Emporia
			Fort Hays State
			Fort Scott
			Garden City
			Highland
			Hutchinson
			Independence
			Johnson County
			Kansas City Kansas
			Labette

			Neosho
			Pratt
			PSU
			Seward
			University of Kansas
			Washburn
			Wichita State University

Comments:

Core Outcomes:

I. Historical Literacy/Historian's Craft

Students should be able to utilize various aspects of historical literacy and practice the historian's craft by demonstrating the following skills/competencies:

- A. History as a series of historiographical discussions
- B. The ability to think critically
- C. The ability to utilize the basic tools of the craft of history
 - 1. Research (primary, secondary, internet)
 - 2. Analysis/Synthesis of historical materials, ideas
 - 3. Clear writing and communication
 - 4. Introduce students to primary/secondary sources
 - 5. Demonstrate an understanding of change over time (concepts and impact)
 - 6. Prioritize and analyze information
- D. The ability to distinguish between primary and secondary sources and the ability to analyze sources

II. Demonstrate a Variety of Historical Perspectives and the Historian's Craft

Students should demonstrate an understanding, and be able to analyze and synthesize some or all of the following historical lenses through clear and concise communication.

- 1. Arts and Literature
- 2. Cultural Identity
- 3. Diffusions and Encounters
- 4. Economics
- 5. Environment
- 6. Ethnicity
- 7. Gender
- 8. Global Thinking
- 9. Intellectual culture
- 10. Material culture

11. Military culture and developments
12. Politics
13. Race
14. Social Constructs
15. Scientific/Technological Developments

III. Trace and Evaluate the Origins and Characteristics of Prehistory Including:

- A. Identify Stages of Human Evolution
- B. Analyze Characteristics of Paleolithic Societies
- C. Evaluate Impacts of the Neolithic Transformation

IV. Trace and Evaluate the Origins and Characteristics of the Major Civilizations including the following:

- A. Mesopotamia
- B. Egypt
- C. Indus Valley
- D. China
- E. Africa
- F. Americas

V. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Ancient World Including:

- A. Primalism/Indigenous
- B. Judaism
- C. Buddhism
- D. Confucianism
- E. Daoism
- F. Hinduism
- G. Zoroastrianism

VI. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Classical World Including:

- A. China
- B. Greece
- C. India
- D. Persia
- E. Hellenistic World
- F. Rome

VII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Post-Classical Civilizations Including:

- A. Transformation of the Roman World and the Development of Post-Roman Societies
- B. Development of Byzantium and Christian Europe
- C. Identify factors key to the Development and Spread of Islam
- D. Developments and Contributions of Southeast Asian Cultures
- E. Developments and Contributions of the Indian Subcontinent
- F. Developments and Contributions of Eurasian Trade Networks

VIII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Nomadic Societies Including:

- A. The Characteristics of Eurasian Nomadic Societies
- B. The Impact of Nomads on the Development of Civilizations

IX. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of Sub-Saharan Africa, the Americas, and Oceania: Developments between 1000-1500 C.E. Including:

- A. The characteristics of Sub-Saharan Africa, the Americas and Oceania
- B. The impact of Sub-Saharan Africa, the Americas and Oceania on civilizations

X. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of Medieval European Civilizations Including:

- A. Characteristics of Medieval European Civilizations
- B. Cultural Interactions between Western Europe and the Islamic World
- C. Cultural Interactions between Western Europe, Africa, and Asia

XI. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of Global Integrations Including:

- A. Trade Networks
- B. European Voyages of Exploration
- C. Formation and Consequences of European colonization
- D. Impacts of Global Interactions on World Societies
- E. Transformation of Coercive and Slave Labor Systems
- F. Similarities between Atlantic Basin and Indian Basin Trade Systems

XII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of Societies on the Eve of the Modern World Including:

A. Development and Trends in East Asia, 1500-1800

- 1. Students should identify and analyze the important developments and trends of East Asia, including Ming China and Tokugawa Japan.

B. Developments and Trends in the Islamic Empires

- 1. Students should identify and analyze the important developments and trends of the principal Islamic Empires, including Safavid Persia, the Ottoman Empire, and Mughal India.

C. Developments and Trends in Sub-Saharan Africa

- 1. Students should identify and analyze trends among the various patterns and development of human settlement in Sub-Saharan Africa.

D. European Societies in the Early Modern Period

- 1. Students should be able to describe the social organization in the Early Modern Period in Europe.

2. Students should be able to analyze the key components of the Renaissance and the Reformation.
3. Students should be able to evaluate the principles of the Scientific Revolution and the impact on subsequent thought in European history.
4. Students should be able to distinguish between Absolutism and Constitutionalism.
5. Students should be able to evaluate the principles of the Enlightenment and subsequent thought in European history.

XIII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of The Revolutionary West and the World Including:

A. How the West Revolutionized Itself

1. Students should be able to identify and distinguish between the revolutions in the eighteenth and nineteenth centuries.
2. Students should be able to identify and distinguish between the ideologies of the revolutionary era, including Liberalism, Conservatism, Democracy, Nationalism, and Socialism.
3. Students should be able to describe and evaluate the process and consequences of the Industrial Revolution and Capitalism.

B. The British Conquest of India and Development of Imperial Institutions in India.

1. Students should be able to explain the British conquest of India.

XIV. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of The Contemporary World Including:

A. Identify and Analyze the crises in modern thought as expressed in the work of Marx, Darwin Freud, Nietzsche, and Einstein.

B. Identify the causes of World War I and explain the war and its global impact.

C. Describe and evaluate the Bolshevik Revolution, the rise of Leninism/Stalinism, Fascism, Nazism, and World War II.

D. Analyze and explain the decline of European power and the shifting balance of global power and influence.

- E. Trace the causes and consequences of the Cold War.
- F. Identify and give examples of anti-colonialism in Africa, Asia, Latin America, and the Middle East, with special attention to the development of anti-colonial ideologies, and the processes of decolonization, and legacies of colonialism.
- G. Analyze and appraise the problems and successes in the development in Africa, Asia, Latin America, and the Middle East.
- H. Articulate contemporary issues in a global context in terms of political stability, globalization, and environmental issues.

Comments:

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.

Participants:

John Ryan, KCKCC, ryanj@kckcc.edu facilitator

Discipline: Mathematics

General Course Title: College Algebra

Date: ?; revised 9/2004

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

Course title	Course Number	Credits	Institutions
College Algebra	MAT 105	3	Allen
College Algebra	MATH 1828	3	Barton
College Algebra	MA 135	3	Butler
College Algebra	MA 111	3	Cloud
College Algebra	MATH 105	3	Coffeyville
College Algebra	MA 178	3	Colby
College Algebra	MTH 4420	3	Cowley
College Algebra	MATH 106	3	Dodge City
College Algebra	MA 110	3	Emporia
College Algebra	MA 110	3	Fort Hays State
College Algebra	MAT 1083	3	Fort Scott
College Algebra	MATH 108	3	Garden City
College Algebra	MAT 104	3	Highland
College Algebra	MATH 171	3	Johnson County
College Algebra	MA 106	3	Hutchinson
College Algebra	MAT 1023	3	Independence
College Algebra	MATH 105	3	Kansas City Kansas
College Algebra	MA 1717	3	Labette
College Algebra	MATH 113	3	Neosho

College Algebra	MTH 178	3	Pratt
College Algebra	MATH 113	3	PSU
College Algebra	MATH 100	3	KSU
College Algebra	MA 1173	3	Seward
Algebra	MATH 101	3	University of Kansas
College Algebra	MA 116	3	Washburn
College Algebra	MATH 111	3	Wichita State University

Comments:

Core Competencies:

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

I. Analysis and graphing of functions and equations

The student should be able to:

- A. Use functional notation.
- B. Recognize and distinguish between functions and relations (equations).
- C. 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.
- D. Determine the domain and range of a function.
- E. Write the equation that describes a function (for types given above) or circle given its description.
- F. Use graphs of functions for analysis.
- G. Find arithmetic combinations and composites of functions.
- H. Find the inverse of a function.

II. Solutions of equations and inequalities

The student should be able to:

A. Solve equations listed in I (C), i.e. literal equations, quadratic equations by factoring and quadratic formula, equations involving rational expressions, equations involving radicals and equations involving absolute value expressions, along with equations involving exponential or logarithmic functions.

B. Solve inequalities of the following types: linear (in one and two variables), polynomial, rational, absolute value.

C. Solve systems of inequalities by graphing.

D. Apply equations from II (A) to real-world situations, including but not limited to depreciation, growth and decay, max/min problems.

E. Examine and analyze data, make predictions/interpretations, and do basic modeling.

F. Solve systems of equations by various methods, including matrices.

Comments:

These were last modified in 2004.

Participants:

Not available

Discipline: Mathematics

General Course Title: Intermediate Algebra

Date: ?

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

Course title	Course Number	Credits	Institutions
Intermediate Algebra	MAT 020	3	Allen
Intermediate Algebra	MATH 1824	3	Barton
Intermediate Algebra	MA 125	3	Butler
Intermediate Algebra	MA 110	3	Cloud
Intermediate Algebra	MATH 102	3	Coffeyville
Intermediate Algebra	MA 177	3	Colby
Intermediate Algebra	MTH 4410	3	Cowley
Intermediate Algebra	MATH 091	3	Dodge City
Intermediate Algebra	MA 098	3	Emporia
Intermediate Algebra	MA 010	3	Fort Hays State
Intermediate Algebra	MAT 1073	3	Fort Scott
Intermediate Algebra	MATH 107	3	Garden City
Intermediate Algebra	MAT 103	3	Highland
Intermediate Algebra	MATH 116	3	Johnson County
Intermediate Algebra	MA 105	3	Hutchinson
Intermediate Algebra	DEV 0334	3	Independence
Intermediate Algebra	MATH 104	3	Kansas City Kansas
Intermediate Algebra	MA 1718	3	Labette
Intermediate Algebra	MATH 112	3	Neosho

Intermediate Algebra	MTH 130	3	Pratt
Intermediate Algebra	MATH 019	3	PSU
Intermediate Algebra	MATH 010	3	KSU
Intermediate Algebra	MA 1103	3	Seward
Intermediate Math	MATH 002	3	University of Kansas
Intermediate Algebra	MA 104	3	Washburn
Intermediate Algebra	MATH 012	3	Wichita State University

Comments:

Core Competencies:

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 outcomes listed below.

1. Arithmetic and Algebraic Manipulation

The student should be able to

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

II Equations and Inequalities

The student should be able to

- A. Solve linear inequalities in one variable showing solutions both on the real number line and in interval notation.
- B. Solve literal equations, including those that require factoring.
- C. Solve systems of linear equations in two variables.

- D. Solve equations by factoring and quadratic formula.
- E. Solve equations containing rational expressions.
- F. Solve equations involving radicals.
- G. Solve linear absolute value equations and inequalities in one variable.
- H. Develop and solve mathematical models including variation, mixture, motion, work, and geometrical applications.

III. Graphs on a coordinate plane

The student should be able to

- A. Graph linear inequalities.
- B. Graph quadratic functions.

IV. Analysis of Equations and Graphs

The student should be able to

- A. 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.).
- B. Calculate the distance between two points.
- C. Distinguish between functions and relations using the Vertical Line Test.
- D. Identify the domain and range of a function given its graph.

Comments:

Participants:

Not available

Discipline: Mathematics

General Course Title: Calculus I

Date: September 14, 2007

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

Course title	Course Number	Credits	Institutions
Calculus w. Analytic Geometry I	MAT 123	5	Allen
Analytic Geometry & Calculus I	MATH 1832	5	Barton
Calculus w. Analytic Geometry I	MA 151	5	Butler
Analytic Geometry & Calculus I	MA 120	5	Cloud
Calculus w. Analytic Geometry I	MATH 115	5	Coffeyville
Calculus I	MA 220	5	Colby
			Colby
Calculus I	MTH 4435	5	Cowley
Analytic Geometry & Calculus I	MATH 120	5	Dodge City
Calculus I	MA 161	5	Emporia
Analytic Geometry & Calculus I	MA 234	5	Fort Hays State
Calculus w. Analytic Geometry I	MAT 1015	5	Fort Scott
Calculus & Analytic Geometry I	MATH 122	5	Garden City

Calculus I	MAT 106	5	Highland
Calculus I	MATH 241	5	Johnson County
Analytical Geometry & Calculus I	MA 111	5	Hutchinson
Analytic Geometry & Calculus I	MAT 1055	5	Independence
Calculus & Analytic Geometry I	MATH 122	5	Kansas City Kansas
Calculus I	MA 1751	5	Labette
Analytic Geometry & Calculus I	MATH 150		Neosho
Analytical Geometry & Calculus I	MTH 191	5	Pratt
Calculus I	MATH 150	5	Pittsburg St. U
Analytical Geometry & Calculus I	MATH 220	5	KSU
Analytic Geometry & Calculus I	MA 2605	5	Seward
Calculus I	MATH 121	5	University of Kansas
Calculus & Analytic Geometry I	MA 151	5	Washburn
Calculus I	MATH 242	5	Wichita State University

Comments:

Core Competencies:

Not agreed upon at this meeting

Comments:

Participants:

Bosworth	David	Hutchinson CC	bosworthd@hutchcc.edu
Brady	Stephen W.	Wichita St. Univ.	brady@math.wichita.edu
Charlwood	Kevin	Washburn Univ.	kevin.charlwood@washburn.edu
Conrad	Uwe	Cowley College	conrad@cowley.edu
Cook	Sarah	Washburn Univ.	sarah.cook@washburn.edu
Curtis	Anita	Dodge City CC	acurtis@dc3.edu
Dowell	Luke	Seward Cty. CC	luke.dowell@sccc.edu
Edmonds	Brenda	Johnson Cty. CC	bedmonds@jccc.edu
Flood	Tim	Pittsburg St. Univ.	tflood@pittstate.edu
Friesen	Larry	Butler Cty. CC	lfriesen@butlercc.edu
Frost	Jeff	Johnson Cty. CC	jfrost@jccc.edu
Gorton	Donna	Butler Cty. CC	dgorton@butlercc.edu
Gouvion	Ralph	Labette CC	ralphg@labette.edu
Griffith	Brad	Colby CC	brad.griffith@colbycc.edu
Harrington	Jo	Barton Cty. CC	harringtonj@bartonccc.edu
Hathaway	Margret	Kansas City Kansas CC	margnet@kckcc.edu
Howe	Brian	Barton Cty. CC	howeb@bartonccc.edu
Hurn	Jeff	Highland CC	jhurn@highlandcc.edu
Jacobs	Lauren	Highland CC	ljacobs@highlandcc.edu
Joseph	Doug	Allen Cty. CC	djoseph@allencc.edu
Kambhampati	Gayathri	Cloud County CC	gkambhampati@cloud.edu
Klein	D.W.	Kansas City Kansas CC	DKlein@kckcc.edu
Krehbiel	Mark	Garden City CC	mark.krehbiel@gcccks.edu
Maginnis	John	Kansas State Univ.	maginnis@math.ksu.edu
Martin	Mike	Johnson Cty. CC	mmartin@jccc.edu
Martin	Wayne	Kansas City Kansas CC	wmartin@kckcc.edu
Miller	Kim	Labette CC	kimm@labette.edu
Naima	Hasan	Kansas City Kansas CC	hnaima@kckcc.edu
Nichols	Greg	Cowley College	nichols@cowley.edu
Olson	John	Colby CC	john.olson@colbycc.edu
Porter	Jack	Univ. of Kansas	porter@math.ku.edu
Rankin	Sherry	Hutchinson CC	rankins@hutchcc.edu
Reid	Kathy	Kansas State Univ.	kreid@ksu.edu
Roberts	Tom	Kansas State Univ.	tcr@ksu.edu
Sandstrom	Ron	Fort Hays St. Univ.	rsandstr@fhsu.edu
Sayaloune	Detsinh	Highland CC	dsayaloune@highlandcc.edu
Scott	Larry	Emporia St. Univ.	lscott@emporia.edu

Stubblefield	Judy	Garden City CC	judy.stubblefield@gcccks.edu
Tracy	Carol	Highland CC	cltracy@highlandcc.edu
Turner	Pam	Hutchinson CC	turnerp@hutchcc.edu
VanLuyck	DeeAnn	Fort Scott CC	deeannv@fortscott.edu
Vargas	German	Wichita St. Univ.	vargas@math.wichita.edu
Warkentin	Tim	Cloud County CC	tlwarkentin@hotmail.com
Whisler	Mark	Cloud County CC	mwhisler@cloud.edu
Willis	Ryan	Coffeyville CC	ryanw@coffeyville.edu
Wilson	Steven	Johnson Cty. CC	swilson@jccc.edu
Yanik	Joe	Emporia St. Univ.	hyanik@emporia.edu

Discipline: Philosophy

General Course Title: Introduction to Philosophy

Date: September 14, 2007

Courses for each participating college/university for which these core outcomes apply: (not submitted)

Course Title	Course Number	Credits	Institution
			Allen
			Barton
			Butler
			Cloud
			Coffeyville
			Colby
			Colby
			Cowley
			Dodge City
			Emporia
			Fort Hays State
			Fort Scott
			Garden City
			Highland
			Johnson County
			Hutchinson
			Independence
			Kansas City Kansas
			Labette

			Neosho
			Pratt
			PSU
			PSU
			Seward
			University of Kansas
			Washburn
			Wichita State University

Comments:

Core outcomes: Draft

- We arrived at the following things that a student who successfully completed an introductory course ought to be able to do:
 1. Demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.
 2. Demonstrate an ability to understand the significance of philosophy of in a broader cultural and historical context.
 3. Demonstrate an ability to develop philosophical analyses and arguments.
 4. Demonstrate an ability to evaluate philosophical analyses, arguments and texts and appreciate alternative points of view.

Comments:

It was agreed that we should avoid specifying competencies that would or could be construed as mandating particular content. There was general agreement that competencies should be consistent with the wide variety of ways in which an introductory course might be taught.

Participants:

Dennis Arjo darjo@jccc.edu -----Facilitator
 David Soles david.soles@wichita.edu
 Kevan Edwards kevan-edwards@ku.edu
 Regina Turner rturner@butlercc.edu
 Jim Krueger jkrueger7@sbcglobal.net
 Mark Jarmer mark.jarmer@gcccks.edu
 Mike McVay mike.mcvay@colbycc.edu
 John Mahoney jmahoney@ksu.edu
 Paul Faber pfaber@fhsu.edu

Mario Ramos-Reyes mramos@kckcc.edu
C. Edward Emmer cemmer@emporia.edu
Lou Frohardt lfrohard@cloud.edu
Marla Larimore
Charles Kershon <mailto:kershaun@hutchcc.edu>
Charles Davis DavisCh@bartonccc.edu
Steve Collins (visitor) scollins@kckcc.edu

Discipline: Psychology

General Course Title: General Psychology

Date: October 1, 2007

Courses from each participating College/University for which the core outcomes apply:

Course title	Course Number	Institution
General Psychology	Psy 101	Allen County
General Psychology	PSYC 1000	Barton County
General Psychology	BS 160	Butler County
General Psychology	SS101	Cloud
General Psychology	42.101	Coffeyville
General Psychology	PS 176	Colby
General Psychology	PSY 6711	Cowley
General Psychology	PSY 101	Dodge City
Introductory Psychology	PY 100	ESU
General Psychology	PSY 100	FHSU
General Psychology	PSY 1013	Ft. Scott
General Psychology	PSYC 101	Garden City
General Psychology	PSY 101	Highland
General Psychology	PS 100	Hutchinson
General Psychology	BEH 1003	Independence
Introduction to Psychology	PSYC 130	JCCC
Psychology	PSYC 101	KCKCC
General Psychology	PSYCH 110	KSU
General Psychology	PY 2010	Labette
General Psychology	PSYC 155	Neosho

General Psychology	PSYCH 155	PSU
General Psychology	PSY 176	Pratt
General Psychology	BH 1303	Seward
General Psychology	PSYCH 104	University of Kansas
Basic Concepts in Psychology	PY 100	Washburn
General Psychology	PSYCH 111	WSU

Comments:

Core Outcomes:

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

Comments:

Participants:

Ken Weaver, ESU Facilitator

Discipline: Psychology

General Course Title: Psychology: Early Childhood Growth and Development

Date: October 1, 2007

Core Outcomes:

Courses from each participating College/University for which the core outcomes apply:

<u>Course title</u>	<u>Course Number</u>	<u>Credits</u>	<u>Institution</u>
Early Childhood Growth and Development	CCG 101		Allen County
NA			Barton County
NA			Butler County
Early Childhood Development	HE150		Cloud County
Early Childhood Development	20.117		Coffeyville
Child Development	PS 120		Colby
Early Childhood Development	CHC 5713		Cowley
Child Growth and Development (to age 4)	ECE 105		Dodge City
NA			ESU
Child & Development Psychology	PSY 400		FHSU
NA	NA		Fort Scott
Child Development I/II	ECHD 101/102		Garden City
Fundamentals of Early Childhood	ECH 100		Highland
			Hutchinson
Child Development	CHD 1003		Independence
Child Development	PSYC 215		JCCC

Child Development	PSYC 202		KCKCC
Childhood and Adolescence	PSYCH 280		KSU
Child Development	HE 5275		Labette
Child Development	PSYC 219		Neosho
Psychology elective	PSYCH xxx		PSU
			Pratt
			Seward
Intro to Child Behavior and Development	ABSC 160		University of Kansas
Psych of Infancy or Childhood	PY 210		Washburn
Child Psychology	Psych 414		WSU

Comments:

Core Outcomes:

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

Comments:

Participants:

Ken Weaver, ESU Facilitator

Discipline: Psychology

General Course Title: Psychology: Human Life Span and Development

Date: October 1, 2007

Course titles from each participating College/University for which the core outcomes apply:

<u>Course</u>	<u>Course Number</u>	<u>Credit</u>	<u>Institution</u>
Developmental Psychology	Psy 263		Allen County
Developmental Psychology	PSYC 1014		Barton County
Human Growth and Development	BS 260		Butler
Human Growth and Development	SS105		Cloud
Developmental Psychology	42.102		Coffeyville
Developmental Psychology	PS 276		Colby
Developmental Psychology	PSY 6712		Cowley
Human Growth and Development/Psychology of Development	PSY 102		Dodge City
Development Psychology	PY210/PY211		ESU
NA			FHSU
Developmental Psych	PSY 1023		Ft. Scott
Human Growth and Development	EDUC 110		Garden City
Human Growth and Development	PSY 205		Highland
Human Growth and Development	PS 102		Hutchinson
Developmental Psychology	BEH 2003		Independence
Human Development	PSYC 218		JCCC
Human Development	Psych 203		KCKCC

			KSU
Developmental Psych	PY 2090		Labette
Developmental Psych	PSYC 263		Neosho
Developmental Psych	PSYCH 263		PSU
Human Growth and Dev	PSY 132		Pratt
Human Growth and Development/Psychological development	BH 2303		Seward
NA			Univ of Kansas
Through the Life Span	PY 209		Washburn
Developmental Psych	PSYCH 334		WSU

Comments:

Core Outcomes

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

Participants:

Ken Weaver, ESU, Facilitator

Discipline: Speech

General Course Title: Public Speaking

Date: January 2001; updated 2004; updated September 2007

Courses from each participating College/University for which the core outcomes apply:

Course Title	Course Number	Credits	Institution
Public Speaking	Com 101		Allen
Public Speaking	COMM 1230		Barton
Public Speaking	SP 100		Butler
Public Speaking	CM115		Cloud
Public Speaking	SPCH 111		Coffeyville
IPC	SP 106		Colby
Fundamentals of Oral Communication	SP 101		Colby
Public Speaking	SP 176		Colby
Public Speaking	COM 2711		Cowley
Public Speaking	SP101		Dodge City
Public Speaking	SP 101		ESU
Fund of Oral Comm	COMM 100		FHSU
Public Speaking	SPCH 1093		Fort Scott
Public Speaking	SPCH 111		Garden City
Public Speaking	SP 106		Highland
Public Speaking	SH 101		Hutchinson
Speech	COM 1203		Independence
Public Speaking	SPD 121		Johnson County
Public Speaking	SPCJ 151		Kansas City Kansas
Public Speaking I	SPCH 106		KSU

Funds of Speech	CO 1560		Labette
Funds of Speech	Comm 207		Neosho
Public Speaking	Com 276		Pratt
Speech Comm	Comm 207		PSU
Public Speaking	SP 1203		Seward
Speaker-Audience	COMS 130		University of Kansas
Public Speaking	CN 150		Washburn
Public Speaking	COMM 111		Wichita State University

Comments:

Minimum Core Competencies for Speech

The following document is published by The National Communication Association and has been adopted by the Kansas Speech Educators in Higher Education Interest Group as minimum core competencies for the basic communication course. (January 2001) The document was updated in 2004

and again this year 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 of this table was originally published by NCA in 1990 as *Communication Is*

Life: Essential College Sophomore Speaking and Listening Competencies. Some definitions have been updated from the original publication and editing changes have been made to achieve more consistency among the tables contained in this document.

Core Outcomes:

Table 1: Expected Student Outcomes for Speaking and Listening:

Basic Communication Course and General Education

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.

In order to be a COMPETENT SPEAKER, a person must be able to compose a message and provide

provide ideans 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.

I. DETERMINE THE PURPOSE OF ORAL DISCOURSE.

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

II. CHOOSE A TOPIC AND RESTRICT IT ACCORDING TO THE PURPOSE AND THE AUDIENCE.

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

C. Adapt the treatment of the topic to the context for communication.

III. FULFILL THE PURPOSE OF ORAL DISCOURSE BY:

A. Formulating a thesis statement.

1. Use a thesis as a planning tool.
2. Summarize the central message in a manner consistent with the purpose.

B. Providing adequate support material.

1. Demonstrate awareness of available types of support.
2. Locate appropriate support materials.
3. Select appropriate support based on the topic, audience, setting, and purpose.

C. Selecting a suitable organizational pattern.

1. Demonstrate awareness of alternative organizational patterns.
2. Demonstrate understanding of the functions of organizational pattern including:
 - clarification of information
 - facilitation of listener comprehension
 - attitude change
 - relational interaction
 - select organizational patterns that are appropriate to the topic, audience, context, and purpose.

Purpose

D. Demonstrating careful choice of words.

1. Demonstrate understanding of the power of language.
2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.
3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
4. Select words that avoid sexism, racism, and other forms of prejudice.

E. Providing effective transitions.

1. Demonstrate understanding of the types and functions of transitions.
2. Use transitions to:
 - 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.

IV. EMPLOY VOCAL VARIETY IN RATE, PITCH, AND INTENSITY.

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

V. ARTICULATE CLEARLY.

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

VI. EMPLOY LANGUAGE APPROPRIATE TO THE DESIGNATED AUDIENCE.

- A. Employ language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding.
- B. 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 understanding in those situations where meanings are not shared.
- C. Use standard pronunciation.
- D. Use standard grammar.
- E. Use language at the appropriate level of abstraction or generality.

VII. DEMONSTRATE NONVERBAL BEHAVIOR THAT SUPPORTS THE VERBAL MESSAGE.

- A. Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
- B. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent.

- C. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
- D. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.

VIII. The COMPETENT SPEAKER must also be able to transmit messages using interpersonal skills suitable to the context and the audience. Specifically, the competent speaker should exhibit interpersonal

competence by demonstrating the following abilities.

- A. Demonstrate appropriate interpersonal skills for various contexts.
- B. Display self-awareness as a communicator.
- C. Select from a repertoire of interpersonal skills those strategies that enhance relationships.
- D. Use a conversational mode through self-presentation and response to feedback.

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.

In order to be a COMPETENT LISTENER, a person 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.

IX. RECOGNIZE MAIN IDEAS.

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

X. IDENTIFY SUPPORTING DETAILS.

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

XI. RECOGNIZE EXPLICIT RELATIONSHIPS AMONG IDEAS.

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

XII. RECALL BASIC IDEAS AND DETAILS.

- A. Determine the goal for listening.
- B. 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.

XIII. ATTEND WITH AN OPEN MIND.

- A. Demonstrate an awareness of personal, ideological, and emotional biases.
- B. Demonstrate awareness that each person has a unique perspective.
- C. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- D. 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.

XIV. PERCEIVE THE SPEAKER'S PURPOSE AND ORGANIZATION OF IDEAS AND INFORMATION.

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

XV. DISCRIMINATE BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION.

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

XVI. DISTINGUISH BETWEEN EMOTIONAL AND LOGICAL ARGUMENTS.

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

XVII. DETECT BIAS AND PREJUDICE.

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

XVIII. RECOGNIZE THE SPEAKER'S ATTITUDE.

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

XIX. SYNTHESIZE AND EVALUATE BY DRAWING LOGICAL INFERENCES AND CONCLUSIONS.

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

XX. RECALL THE IMPLICATIONS AND ARGUMENTS.

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

XXI. RECOGNIZE DISCREPANCIES BETWEEN THE SPEAKER'S VERBAL AND NONVERBAL

MESSAGES.

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

XXII. EMPLOY ACTIVE LISTENING TECHNIQUES WHEN APPROPRIATE.

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

Comments:**Participants:**

Dr. Patricia L. Griffin, Interim Chair/Assistant Professor---Facilitator
Department of Communication Studies
Fort Hays State University

Phone: 785.628.5365 or 1-800-628-3478

Email: pgriffin@fhsu.edu

Discipline: Theatre

General Course Title: Theatre Appreciation

Date: September 26, 2003

Courses from each participating College/University for which the core outcomes apply:

Course Titles	Course Numbers	Credits	Institution
			Allen
			Barton
			Butler
			Cloud
			Coffeyville
			Colby
			Colby
			Cowley
			Dodge City
			Emporia
			Fort Hays State
			Fort Scott
			Garden City
			Highland
			Hutchinson
			Independence
			Johnson County
			Kansas City Kansas
			Labette
			Neosho

			Pratt
			PSU
			Seward
			University of Kansas
			Washburn
			WSU

Comments:

The representatives chose "Theatre Appreciation" as the common course title for the general education course offering in theatre.

Theatre faculty left the meeting with the understanding that these course outcomes and the course title would be incorporated into future general education course offerings at the state universities and community colleges.

Core outcomes:

1. Students should be able to define "theatre."
2. Students should be able to analyze and evaluate plays and performances.
3. Students should be able to recognize cultural and historical contexts of theatre.
4. Students should be able to identify the nature of the collaboration that occurs among theatre artists and audience.

Comments:

Participants:

Allen County Comm. College - Tony Piazza
 Barton County Comm. College - Bob Loss
 Cloud County Comm. College - Susan Sutton
 Coffeyville Comm. College - representative for Mark Frank (out with surgery)
 Colby Comm. College - Deb Bickner
 Cowley College - Deborah Layton
 Emporia State University - Nancy Pontius
 Fort Hays State University - Stephen Shapiro

Hutchinson Comm. College - Charlene Widener
Independence Comm. College - Denise M. Warring
Independence Comm. College - Jon Sidoli
Johnson County Comm. College - Sheilah Philip Bradfield
Kansas City KS Comm. College - Charles Leader
Neosho County Comm. College - Charlie Thompson
Pratt Comm. College - Rose Beilman
Seward County CC - Frank Challis
Washburn University - Sharon Sullivan
University of Kansas - Jeanne Klein

Core Outcomes Project Minutes

September 14, 2007 Meeting

Anthropology--minutes

Date and place of meeting: Hughes Metropolitan Complex, Wichita State University, September 14,2007

Members present:

Mark Weeks, Allen County Community College
Dorothy Collins, Kansas City Community College
John Seal, Fort Scott Community College
Linda Davis-Stephens, Colby Community College
Jack Hofman, University of Kansas

Facilitator: Margaret C. Wood, Washburn University (facilitator)

I. Meeting notes: Please report the key points of the discussion.

This year we began to develop outcomes for introductory level archaeology courses. We face a challenge in developing outcomes for this course because there are a variety of ways this class can be structured, each focusing on different aspects of archaeological knowledge and practice.

Introductory archaeology class can be taught in the following ways:

- 1) **World Prehistory Emphasis:** explores changes in human social groups over time. This approach tends to follow a chronological/geographic framework usually beginning with a discussion of early hominins and ends with a discussion of any number of complex states that have developed around the globe. This approach integrates archaeological methods through specific case studies that are woven into the general historical/geographic flow of the class.
- 2) **Archaeological Methods Emphasis:** focuses on how archaeologists construct knowledge about the past. This approach generally explores how archaeologists find sites, excavate sites, create chronologies, date sites, reconstruct subsistence patterns, and interpret the remains of the past. Methods provide the structure and framework for the class. Specific examples from human (pre)history are introduced in relation to specific methods and practices.
- 3) **Archaeology/Biological Anthropology Emphasis:** focuses more intensely on the very ancient human past using the archaeology of early hominin and early homo sapiens forms to structure the course. This class more closely resembles paleoanthropology than any of the other approaches.
- 4) **Combination:** Some classes will introduce archaeological methods (#2) during the early part of a semester, followed by the introduction of world prehistory (#1).

In the State of Kansas the world prehistory emphasis and the archaeological methods emphasis are the most common. Washburn University and Kansas State University (based on e-mail communication) utilize the world prehistory emphasis; Kansas City Community College uses the archaeological methods emphasis. The University of Kansas seems to be the only institution that teaches introductory archaeology classes using a combination approach. According the representative from KU, however

their department is in the process of developing two distinct courses with one focusing on world prehistory and the other emphasizing methods.

a. Report and Action on minutes of previous meeting(if any)

No action was taken on the Outcomes we developed last year for the General Anthropology courses.

b. Course/Core Outcomes Discussion

Given the diversity of approaches we decided that we might have to come up with at least two versions of outcomes for introductory archaeology classes (archaeological methods and world prehistory). This year we decided to outline some of the knowledge that we hope students taking a class with an emphasis on Archaeological Methods would possess upon completion of the course. These ideas are preliminary and we intend to discuss them in more detail and finalize outcomes next year.

c. Items discussed but undecided

Students will be familiar with the basic methods and techniques of archaeological investigations (eg. Strategies of excavation, data analysis, dating) and display an understanding of the role that material culture plays in interpreting past lifeways.

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

- History and development of the field of archaeology
 - General history of archaeological practice
 - Major theoretical traditions
 - Recognition of the differences between history and prehistory
 - Diversity of practice in archaeology (academic, CRM, government)
- Chronology Building
 - Distinguish between absolute and relative dating
 - Describe a variety of chronometric dating techniques
 - Explain stratigraphy and seriation
- Field Methods and Sampling (finding and digging sites)
 - Research design
 - Describe the basic sampling techniques (random, judgemental, systematic)
 - Explain how archaeological survey is used to discover sites
 - Identify several remote sensing methods and describe how they work
 - Identify basic excavation procedures and techniques
- Describe and define some research specialties within archaeology
 - Paleoethnobotany
 - Geoarchaeology
 - Faunal analysis
 - Lithic analysis

- Major Themes
 - Subsistence strategies
 - Trade and exchange
 - Social inequality
 - Social complexity
 - Technological change
 - Ideology
- Articulate the goals of archaeological research
 - Constructing chronologies of the human past
 - Understanding past lifeways
 - Understanding the archaeological record
- Ethics
 - Laws
 - Human remains
 - Sacred places/materials (traditional cultural properties)

d. Decision regarding future need for meetings

These preliminary ideas will need to be finalized next year and participants will need to discuss if they intend to develop a separate set of Outcomes for introductory archaeology classes that have a world prehistory emphasis

II. List of group members and their emails

Margaret C. Wood, Washburn University (facilitator)	Margaret.wood@washburn.edu
Mark D. Weeks	mweeks@allenc.edu
Dorothy Collins	dcollins@kccc.edu
John Seal	johns@fortscott.edu
Linda Davis-Stephens	lindavste@yahoo.com
Jack Hofman	hofman@ku.edu

Chemistry--minutes

September 14, 2007—WSU Hughes Metropolitan Complex—Wichita, KS

Facilitator: Ed Kremer

No report submitted

Information Technology--minutes

September 14, 2007 – WSU Hughes Metro Complex – Wichita, KS

Members present:

Chan Tung	ctung@kckcc.edu	Kansas City Kansas Community College
Virg Wallentine	virg@ksu.edu	Kansas State University
David Kruse	david.kruse@colbycc.edu	Colby Community College
Crystal Pounds	crystal.pounds@colbycc.edu	Colby Community College
Kendall Payne	kendallp@coffeyville.edu	Coffeyville Community College
Bill Wyatt	bwyatt@kckcc.edu	Kansas City Kansas Community College
Larry Shead	larrys@fortscott.edu	Fort Scott Community College
Stoney Gaddy	sgaddy@indycc.edu	Independence Community College
Joe Burke	joeburke@labette.edu	Labette Community College
Russ Hanna	rhanna@jccc.edu	Johnson County Community College
Chet Anson	canson@cloud.edu	Cloud County Community College
Chad DeVoe	cdevoe@neosho.edu	Neosho County Community College
Dana Allison	allisond@bartonccc.edu	Barton County Community College
Doug Polston	polstond@bartonccc.edu	Barton County Community College
Sharon Lawless	slawless@allencc.edu	Allen Community College
Gerry Uphoff	guphoff@allencc.edu	Allen Community College
Margaret Pickering	mpickering@butlercc.edu	Butler Community College
Joyce Fields	fields@allencc.edu	Allen Community College
Anna Catterson	catterson@allencc.edu	Allen Community College
Junnae Landry	lunnael@prattcc.edu	Pratt Community College
Jillene Cunningham	cunninghamj@hutchcc.edu	Hutchinson Community College
Gladys Swindler	ggiebler@fhsu.edu	FHSU
Janice L. Williams	janice.williams@sccc.edu	Seward County Community College
Mindy Holder	mindy.holder@sccc.edu	Seward County Community College

Facilitators:	Stoney Gaddy	sgaddy@indycc.edu	Independence Community College
	Chan Tung	ctung@kckcc.edu	Kansas City Kansas Community College
	Virg Wallentine	virg@ksu.edu	Kansas State University

Meeting notes:

a. Report and Action on previous meeting

There was little discussion on last year’s meeting as the updated outcomes from 2006 were agreed upon and no changes are to be made at this time.

b. Course/Core Outcomes Discussion

a. There continues to be more questions than discussion regarding information technology literacy as a general education course. Although this group has been meeting for the past 6 or 7 years, the group has yet to hear whether or not discussions of a information technology literacy general education requirement have occurred at higher levels.

b. A brief discussion regarding testing out of the introductory computer literacy class was held.

- c. Something that has been brought up in previous meetings has been programming language courses and their possible fit in general education discussions as well as transfer issues. We broke into two groups mid-way through the morning. One group discussed programming language course issues and the other group continued discussion of various computer literacy course issues. The discussions resulted in no actions and will continue at the next meeting in the spring.

English--minutes

14 September 2007

WSU Hughes Metropolitan Complex

Wichita, KS

Members present:

Monette DePew	Pratt CC
Trudy Zimmerman	Hutchinson CC
Sonya Lncaster	KU
Deb Bickner	Colby CC
Bradley Will	FHSU
Paul "Skip" Morris	PSU
Allison Erikson	Highland CC
Anne Phillips	KSU
Brenton Phillips	Cloud CC
Nancy Zeneger Geneda	Cloud CC
Allison Colson	Labette CC
Melvetta Severt	LCC
Darren DeFrain	WSU
Laura Myers	ESU
Mary Shelden	WU
Waneta Davis	Coffeyville CC
Troy Nordman	Butler CCC
Jane Smith	Neosho CCC
Marsha Elyn Wright	Garden City CC
Adam Hadley	KCKCC
Stephannie Goerl	Barton CCC
Teresa Johnson	Barton CCC
Dana Waters	DCCC

Facilitator: Andy Anderson, JCCC

I Meeting notes: Representatives introduced themselves and printouts of the website documents were circulated for additions and corrections.

a) The minutes of the previous meeting appear on the K-WRITE website and stand approved.

b) Facilitator Andy Anderson outlined our task regarding the outcomes spreadsheet. He asked how we need to approach listing the outcomes for Introduction to Literature courses since numbering at institutions vary. For example, some are numbered 100 level, some 200 level, and some 1540. Since we have no authority to change course numbers, how do we identify the same outcomes for different level courses.

The second concern is that outcomes for Composition I and Composition II are not described separately; they are described as outcomes for the entire freshmen composition sequence. Trudy Zimmerman (HCC) pointed out that the group had arrived at the decision to identify competencies for the freshman writing sequence as a whole after lengthy and laborious discussion because it is the best way to allow for each institution's structuring of the separate courses. We examined the document to see where we might separate outcomes into the two respective courses.

Problems arose when identifying which competencies are covered in which half of the sequence. For example, at Garden City CC the focus on Composition I is argumentation; argumentation is not covered until Composition II in many schools; at Coffeyville CC the course moves from argumentation in Comp I to research in Comp II. Nancy Beneda (Cloud CC) suggested saying that Composition II is a synthesis and further refinement of skills identified as competencies in Composition I. At the completion of Comp II students should be able to synthesize and take to a new level skills from Comp I. Andy Anderson (JCCC) pointed out that much of the structure depends on textbook adoption. Brad Will (FHSU) said we should stand by what we have. No representatives knew of any problems with transferring either Composition I or II among any of our institutions. Since there are no transfer problems, Trudy Zimmerman (HCC) suggest we sign off on our competencies as they are instead of struggling to sort them out. Andy suggested we draft a statement to insert into the chart to explain what we've done.

Andy suggested we discuss the Intro to Lit and then break into two groups to draft the statements, then come back together to finish our tasks.

After discussion of the numbering for Intro to Lit courses, it was apparent that all of the numbers indicated introductory courses. Some institutions required some comp as a prerequisite; others did not. Intro to Lit did not count as the required course for English majors at any of the 4 year institutions; it transferred as an elective. K State required Intro to Lit as a prerequisite for Children's Literature. It was determined that we also needed a statement for Intro to Lit. No institution refused to accept Intro to Lit because a transferring student had taken it at an institution with on prerequisites for the course.

The group broke into two groups, one to draft a statement for the Composition courses and one to draft a statement for Intro to lit.

When the group resumed, Andy read the Composition sequence statement. The competencies for c1 and c2 will be included in one template slot. The following statement will be included:

“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.”

The Intro to Lit group reported that the following statement will be included under “Comments” to explain the variance in course numbering at the different institutions:

“These are competencies for Introduction to Literature regardless of the course number.”

Andy will report to the group that we have accomplished our tasks and look forward to returning next year to discuss other relevant issues.

Mary Shelden said that if we had a longer meeting and could set our own agenda with relevant topics, she felt that her institution would support more representatives coming. Another representative pointed out that their English faculty rode with representatives from other departments. Troy suggested that we identify issues and break into smaller interest groups to discuss them. Andy reported that he would put on the web site the work of a colleague who had researched the course offerings by English departments at state wide institutions. He suggested as a topic 2+2 looks at those offerings. Other suggested issues were on-line courses, assessment of on-line courses, concurrent credit courses, rubrics. Laura Myers of ESU shared some rubrics; Andy will post the files to the website. Trudy Zimmerman reported that AQUIP had identified Composition as a place to improve numbers at her institution. They had asked for an increase of 6% better retention, success, and other elements. The rubric had been handed down by the administration, and the department had struggled with it. Wanita reported that the regents may mandate a capstone test for all institutions. The goal is to be within ½ standard deviation of national norms. The test is administered to graduating seniors. Many institutions have a cap test for graduates, but the scores are not tied to graduation. Institutions nationwide are increasingly being asked to use national tests.

Mathematics-minutes

Date and place of meeting:

Friday, Sep. 14, 2007, at the Hughes Metropolitan Complex, Wichita State University

Members present:

David Bosworth, Hutchinson CC; Stephen W. Brady, Wichita State University; Kevin Charwood, Washburn University; Uwe Conrad, Cowley College; Sarah Cook, Washburn University; Anita Curtis, Dodge City CC; Luke Dowell, Seward County CC; Brenda Edmonds, Johnson County CC; Tim Flood, Pittsburg State University; Larry Friesen, Butler County CC; Jeff Frost, Johnson County CC; Donna Gorton, Butler County CC, Ralph Gouvion, Labette CC; Brad Griffith, Colby CC; Jo Harrington, Barton County CC; Margret Hathaway, KCKCC; Brian Howe, Barton County; Jeff Hurn, Highland CC; Lauren Jacobs, Highland CC; Doug Joseph, Allen County CC; Gayathri Kambhampati, Cloud County CC; D.W. Klein, KCKCC; Mark Krehbiel, Garden City CC; John Maginnis, Kansas State University; Mike Martin, Johnson County CC; Wayne Martin, KCKCC; Kim Miller, Labette CC; Hasan Naima, KCKCC; Greg Nichols, Cowley College; John Olson, Colby CC; Jack Porter, University of Kansas; Sherri Rankin, Hutchinson CC; Kathy Reid, Kansas State University; Tom Roberts, Kansas State University; Ron Sandstrom, Fort Hays State University; Detsinh Sayaloune, Highland CC; Larry Scott, Emporia State University; Judy Stubblefield, Garden City CC; Carol Tracy, Highland CC; Pam Turner, Hutchinson CC; DeeAnn VanLuyck, Fort Scott CC; German Vargas, Wichita State University; Timothy Warkentin, Cloud County CC; Mark Whisler, Cloud County CC; Ryan Willis, Coffeyville CC; Steven J. Wilson, Johnson County CC; Joe Yanik, Emporia State University

Facilitator: Jack Porter

I. Meeting notes: Please report the key points of the discussion.

a. *Report and Action on minutes of previous meeting(if any)*

None

b. *Course/Core Outcomes Discussion*

The current course under discussion is a first semester Calculus course for scientists and engineers. Discussion began in last year's meeting, but was continued to this year's meeting, with a list of competencies under consideration. These were reviewed, along with a new syllabus for the Johnson County course.

Johnson County representatives said that the new syllabus was necessary because many of their science and engineering students transfer to KU, and so it was necessary to have a course that would readily transfer there. This new syllabus required much discussion amongst the faculty at Johnson County.

There was some discussion as to whether a course with these competencies would transfer to the other Regents universities. Representatives from these universities mostly indicated that it would; the proposed set of competencies is more than any other university or community college does at this point in time. No representative said that it would not transfer.

A comment was made that students should be told that these competencies did not apply to all Regents universities.

Doubt was expressed by more than one person that we can come to an agreement on a set of competencies for this course. Another comment was made that it's not fair for students to not have some kind of agreement.

In the end, no vote was taken on the proposed list of competencies. Discussion was tabled until next fall.

c. Items discussed but undecided

The first half of the meeting was taken up by discussion of concurrent enrollment classes and various problems with these classes. There is general dissatisfaction with concurrent classes with regards to grade inflation and the level of rigor, as well as other issues.

d. Decision regarding future need for meetings

The group will meet again next fall.

II. List of group members and their emails

Bosworth	David	Hutchinson CC	bosworthd@hutchcc.edu
Brady	Stephen W.	Wichita St. Univ.	brady@math.wichita.edu
Charlwood	Kevin	Washburn Univ.	kevin.charlwood@washburn.edu
Conrad	Uwe	Cowley College	conrad@cowley.edu
Cook	Sarah	Washburn Univ.	sarah.cook@washburn.edu
Curtis	Anita	Dodge City CC	acurtis@dc3.edu
Dowell	Luke	Seward Cty. CC	luke.dowell@sccc.edu
Edmonds	Brenda	Johnson Cty. CC	bedmonds@jccc.edu
Flood	Tim	Pittsburg St. Univ.	tflood@pittstate.edu
Friesen	Larry	Butler Cty. CC	lfriesen@butlercc.edu
Frost	Jeff	Johnson Cty. CC	jfrost@jccc.edu
Gorton	Donna	Butler Cty. CC	dgorton@butlercc.edu
Gouvion	Ralph	Labette CC	ralphg@labette.edu
Griffith	Brad	Colby CC	brad.griffith@colbycc.edu
Harrington	Jo	Barton Cty. CC	harringtonj@bartonccc.edu
Hathaway	Margret	Kansas City Kansas CC	margnet@kckcc.edu
Howe	Brian	Barton Cty. CC	howeb@bartonccc.edu
Hurn	Jeff	Highland CC	jhurn@highlandcc.edu
Jacobs	Lauren	Highland CC	ljacobs@highlandcc.edu
Joseph	Doug	Allen Cty. CC	djoseph@allencc.edu
Kambhampati	Gayathri	Cloud County CC	gkambhampati@cloud.edu
Klein	D.W.	Kansas City Kansas CC	DKlein@kckcc.edu

Krehbiel	Mark	Garden City CC	mark.krehbiel@gcccks.edu
Maginnis	John	Kansas State Univ.	maginnis@math.ksu.edu
Martin	Mike	Johnson Cty. CC	mmartin@jccc.edu
Martin	Wayne	Kansas City Kansas CC	wmartin@kckcc.edu
Miller	Kim	Labette CC	kimm@labette.edu
Naima	Hasan	Kansas City Kansas CC	hnaima@kckcc.edu
Nichols	Greg	Cowley College	nichols@cowley.edu
Olson	John	Colby CC	john.olson@colbycc.edu
Porter	Jack	Univ. of Kansas	porter@math.ku.edu
Rankin	Sherry	Hutchinson CC	rankins@hutchcc.edu
Reid	Kathy	Kansas State Univ.	kreid@ksu.edu
Roberts	Tom	Kansas State Univ.	tcr@ksu.edu
Sandstrom	Ron	Fort Hays St. Univ.	rsandstr@fhsu.edu
Sayaloune	Detsinh	Highland CC	dsayaloune@highlandcc.edu
Scott	Larry	Emporia St. Univ.	lscott@emporia.edu
Stubblefield	Judy	Garden City CC	judy.stubblefield@gcccks.edu
Tracy	Carol	Highland CC	cltracy@highlandcc.edu
Turner	Pam	Hutchinson CC	turnerp@hutchcc.edu
VanLuyck	DeeAnn	Fort Scott CC	deeannv@fortscott.edu
Vargas	German	Wichita St. Univ.	vargas@math.wichita.edu
Warkentin	Tim	Cloud County CC	tlwarkentin@hotmail.com
Whisler	Mark	Cloud County CC	mwhisler@cloud.edu
Willis	Ryan	Coffeyville CC	ryanw@coffeyville.edu
Wilson	Steven	Johnson Cty. CC	swilson@jccc.edu
Yanik	Joe	Emporia St. Univ.	hyanik@emporia.edu

Philosophy-minutes

Date and place of meeting: September 7th, 2007; WSU

Members present:

Dennis Arjo, David Soles, Kevan Edwards, Regina Turner, Jim Krueger, Mark Jarmer, Mike McVay, John Mahoney, Paul Faber, Mario Ramos-Reyes, C. Edward Emmer, Lou Frehardt, Marla Larimore, Charles Kershen, Charles Davis, Steve Collins (visitor--Sociology)

Facilitator: Dennis Arjo

I. Meeting notes: Please report the key points of the discussion.

b. Report and Action on minutes of previous meeting (if any)

- This was the first meeting for the Philosophy group.

e. Course/Core Outcomes Discussion

- It was generally agreed that we should focus on the competencies for an Introduction to Philosophy class (or comparable), which was taught at all of the institutions represented at the meeting.
- It was agreed that we should avoid specifying competencies that would or could be construed as mandating particular content. There was general agreement that competencies should be consistent with the wide variety of ways in which an introductory course might be taught.
- We arrived at the following things that a student who successfully completed an introductory course ought to be able to do:
 1. Demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.
 2. Demonstrate an ability to understand the significance of philosophy of in a broader cultural and historical context.
 3. Demonstrate an ability to develop philosophical analyses and arguments.
 4. Demonstrate an ability to evaluate philosophical analyses, arguments and texts and appreciate alternative points of view.

f. Items discussed but undecided

- There was some discussion about a desire for clarity in terms of how, and on what basis, requests for transfer credits are handled, in particular at the larger, 4yr institutions.
- There was discussion throughout the meeting regarding what exactly we were supposed to, and reasonably could hope to, accomplish.

g. Decision regarding future need for meetings

- We were undecided about the need for a future meeting, but agreed that whether or not we should do so would depend in part on how dialogue progresses via email in the meantime.

II. List of group members and their emails

<u>Name</u>	<u>Email</u>
Dennis Arjo	darjo@jccc.edu
David Soles	david.soles@wichita.edu
Kevan Edwards	kevan-edwards@ku.edu
Regina Turner	rturner@butlercc.edu
Jim Krueger	jkrueger7@sbcglobal.net
Mark Jarmer	mark.jarmer@gcccks.edu
Mike McVay	mike.mcvay@colbycc.edu
John Mahoney	jmahoney@ksu.edu
Paul Faber	pfaber@fhsu.edu
Mario Ramos-Reyes	mramos@kckcc.edu
C. Edward Emmer	cemmer@emporia.edu
Lou Frohardt	lfrohard@cloud.edu
Marla Larimore	
Charles Kershon	mailto:kershaun@hutchcc.edu
Charles Davis	DavisCh@bartonccc.edu
Steve Collins (visitor)	scollins@kckcc.edu