

**2008-2009**  
**KANSAS**  
**CORE OUTCOMES**  
**PROJECT**

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## BACKGROUND

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

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

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

At its retreat in the summer of 2007, the KCIA members decided that the project needed a comprehensive list of courses that have been evaluated in each area, a standard format for reporting of the reviews and outcomes, as well as minutes. Therefore, this report follows a standard format for each discipline even though some information, such as course titles, may be missing. 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, and they were asked to submit their work on a standard template that could be forwarded to the Kansas Board of Regents. This meeting involved the following disciplines: 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.

All disciplines were again invited to participate in the September 12, 2008, Core Outcomes meeting at the Hughes Metropolitan Complex in Wichita. Those disciplines that met were the following: Anthropology, Biology, English, History, Math, Psychology, and Theatre. Updates for these disciplines will be found in the report along with all other disciplines. This is a cumulative report.

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# Core Outcomes

Institutional abbreviations in the following section:

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

**Discipline:** Anthropology

**General Course Title:** Introduction to Archaeology (Methods-Based Approach)

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

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

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

**Comments:**

Last year (2007) our group discussed several ways that introductory archaeology courses are taught, including the following: (1) Methods-based approach, (2) World Prehistory approach, (3) Evolution/Prehistory approach, and (4) combination World Prehistory and Methods approach. Archaeology is taught in each of these ways at institutions of higher learning in Kansas. Thus, we decided to develop outcomes for all four approaches. Last year we produced a skeletal outline of outcomes for an Introduction to Archaeology class that is taught as a methods-based approach. This year we progressed by fleshing out this outline more fully. The core outcomes that follow are in DRAFT form. The committee will review, revise, and reconsider these outcomes for next year (2009). And next year, we also hope to begin work on outcomes for a World Prehistory approach to introductory archeology courses.

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

Upon completion of an introductory course with an emphasis in archaeological methods, students will show an understanding of and are able to do the following:

#### History and Development of the Field of Archaeology

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

#### Chronology Building

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

#### Archaeological Methods (finding, documenting, and investigating the archaeological record)

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

#### Specialties within Archaeology

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

#### Major themes of Archaeological Research

- Describe the methods that archaeologists employ to reconstruct subsistence strategies.
- Outline the archaeological correlates for trade and exchange.

- Explain how archaeologists identify social inequality in the archaeological record.
- Evaluate the major theories accounting for the rise of social complexity.
- Discuss the possibilities and limitations of understanding past technology and technological change.
- Describe how archaeologists analyze ideological systems in the past.

#### Goals of Archaeological Research

- Explain the importance of constructing a chronology of the human past.
- Discuss the relevance of past lifeways on the present.
- Describe the significance of understanding the archaeological record.

#### Ethics and Archaeology

- List the state, federal, or international laws that impact archaeological research and cultural patrimony.
- Discuss the ethical and responsible treatment of human remains.
- Describe the proper treatment of traditional cultural properties, such as the following:
  - Sacred places
  - Sacred materials

#### **Comments:**

#### **Participants:**

This information is not available.

**Discipline:** Biology

**General Course Title:** Introductory Biology

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

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

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



**Comments:**

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

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

**Core Outcomes:**

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

Understand the Nature of Science

- Scientific processes
- Scientific methods

Understand the Levels of Organization and Emergent Properties of Life

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

Understand Bioenergetics

- Enzyme activity
- Metabolism
- Cellular respiration/photosynthesis

Understand the Importance of Reproduction in Maintaining the Continuity of Life

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

### Apply Principles of Genetics to Unity and Diversity of Life

- Classical genetics
- Molecular genetics

### Discuss Evolution as the Mechanism of Change in Biology

- Natural selection
- Speciation
- Diversity of life/classification

### Understand Principles of Ecology

- Ecosystem organization
- Ecological interactions
- Environmental issues

Nine suggested life skills for biology students include the following:

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

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

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

### **Committee Recommendations:**

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

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

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

### **Resolutions:**

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

#### Resolution 1

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

#### Resolution 2

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

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

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

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

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

**Participating Members:**

Brent Bates, **2000 Facilitator**

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

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Steve Yuza	Neosho CC
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**Discipline:** Biology

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

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

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

Course Title	Course Number	Credit Hours	Institution
			Allen County CC
			Barton County CC
			Butler CC
			Cloud County CC
			Coffeyville CC
			Colby CC
BIO1/BIO2	4135/4135	5/5	Cowley County CC
			Dodge City CC
			Emporia State U
			Fort Hays State U
			Garden City CC
			Highland CC
BIO/BIO	104/105	5/5	Hutchinson CC
			Independence CC
BIO1/BIO2	135/150	4/5	Johnson County CC
			Kansas City Kansas CC
BIOL/BIOL	198/201	4/5	Kansas State U
BIO/BIO	407/402	5/5	Labette CC
BIO1/BIO2	251/252;255/256	5/5	Neosho County CC
BIO1/BIO2	211/212;215/216	4/4	Pittsburg State U
ZOO/BOT (BIO)	145/155		Pratt CC
ZOO/BOT (BI)	2515/2505	5/5	Seward County CC
BIO1/BIO2	150/152	4/4	U Kansas
BIO/BOT/ZOO	102/105/110	5/4/4	Washburn U
			Wichita State U

**Comments:**

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

**Core Outcomes:**

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

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

**Comments:**

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

**Participants:**

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**Discipline:** Biology

**General Course Title:** Microbiology

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

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

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



Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Microbiology	BIO 265		<i>Microbiology, Tortora</i>	Pratt CC
Microbiology	BI 2705		<i>Microbiology: A Human Perspective, Nester</i>	Seward County CC
Basic Microbiology	BIOL 200		<i>Foundations in Microbiology, 5<sup>th</sup> edition, Talaro</i>	U Kansas
Introduction to Microbiology	BI 204 BI 205 (lab)		<i>Microbiology: Principles and Explorations, Jacquelyn Black</i>	Washburn U
Introduction to Microbiology	BIOL 220		<i>Microbiology: A Human Perspective, Nester</i>	Wichita State U

### Comments:

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

### Core Outcomes:

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

#### Content Knowledge

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

- Interactions and impact of microorganisms in the environment (5%)
  - Microbial recycling of resources
  - Microbes transforming the environment

**Laboratory Skills**

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

**Comments:**

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

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**Discipline:** Biology

**General Course Title:** Anatomy and Physiology

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

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

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

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

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

**Comments:**

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

**Core Outcomes:**

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

Body Plan and Organization

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

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

## Homeostasis

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

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

## Chemistry and Cell Biology Review

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

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

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

## Histology

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

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

## Integumentary System

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

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

## Skeletal System

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

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

## Muscular System

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

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

## Nervous System

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

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



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

### Special Senses

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

Topics include the following:

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

### Endocrine System

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

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

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

### Cardiovascular System

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

- General functions of the cardiovascular system
- Formation and composition of blood plasma

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

### Lymphatic System and Immunity

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

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

### Respiratory System

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

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

## Digestive System

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

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

## Metabolism

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

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

## Urinary System

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

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

## Fluid/Electrolyte and Acid/Base Balance

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

- Regulation of water intake and output
- Description of the major fluid compartments, including intracellular, extracellular, intravascular, and interstitial

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

### Reproductive Systems

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

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

### **Comments:**

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

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**Discipline:** Computer Science

**General Course Title:** Information Technology

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

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

Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Introduction to Computers	CS 101		<i>Discovering Computers 2008: Complete</i> , Shelly/Cashman	Allen County CC
Computer Concepts and Applications	BSTC 1036		<i>Microcomputer Applications</i> , Shelly/Cashman <i>Microsoft Office 2003</i>	Barton County CC
Computer Concepts	BE 160		<i>Computer Concepts: Illustrated Introductory</i> , 5th edition, 2004, Parsons et al. <i>Practical Office XP</i> , 2003, Parsons et al.	Butler CC
Computer Applications	CS 108		<i>Course Technology</i> , 2 <sup>nd</sup> edition, New Perspectives	Cloud County CC
Introduction to Software Applications	COMP 162		<i>Microsoft Office XP</i> , 6 <sup>th</sup> edition, Ruthowsky	Coffeyville CC
Introduction to Computer Concepts and applications	CO176		<i>Practical PC</i> , 4 <sup>th</sup> edition, Parsons, et al. <i>Practical Office 2003</i> <i>Practical Microsoft Office 2003</i>	Colby CC
Introduction to Microcomputers	BDP 1516			Cowley County CC
Computer Concepts and Applications	CS 101		<i>Course Technology</i> , New Perspectives	Dodge City CC
Introduction to Microcomputer Applications	IS 113		<i>Microsoft Office 2003</i> , Shelly/Cashman	Emporia State U
Introduction to Computer Info Systems	CIS 101		Custom Text	Fort Hays State U
Personal Computing	COM 1013		<i>Learning Microsoft Windows 2000</i> , 1999	Fort Scott CC
Introduction to Computer Applications and Concepts	CSCI 1103		<i>Computer Concepts</i> , Shelly Cashman, <i>Course Technology</i> , 2005 <i>Microsoft Office 2003</i> , premium edition, Shelly/Cashman	Garden City CC
Introduction to Microcomputers	BUS 100		Not Selected	Highland CC

Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Microcomputer Applications	IS 104		<i>Microsoft Office 2003: Introductory Concepts and Techniques</i> , Shelly/Cashman  <i>Discovering Computers</i> , 2006 Brief Edition, Shelly/Cashman	Hutchinson CC
Computer Concepts and applications	CIT 1003		<i>Microsoft Office 2007: Custom Introduction and Advanced Concepts and Techniques</i> , Shelly/Cashman  <i>Discovering Computers</i> , 2008, Shelly/Cashman	Independence CC
Introduction to Computer Concepts and Applications	CIS 124		<i>Oleary #5 Book Applications and Concepts</i> (with CD package)	Johnson County CC
Computer Concepts and Applications	CIST 101		<i>Technology in Action</i> , Alan et al. (ISBN: 0-536-94670-1)	Kansas City Kansas CC
Introduction to Information Technology/ Applications/ Introduction to Microcomputer Database/ Introduction to Microcomputing Word Processing	CIS 101 CIS 102 CIS 103 CIS 104		<i>Microsoft Windows NT Series 4.0</i> , Advantage Series for Computer Education, 1997, Hutchinson/Coulthard  <i>Interactive Computing Series: Microsoft Excell 2000</i> , Laudon and Rosenblatt	Kansas State U
Computer Concepts and Applications	CS 0715		<i>Microsoft Windows XP: Introductory Concepts and Techniques</i> , Shelly/Cashman  <i>Microsoft Office 2003</i> , Shelly/Cashman	Labette CC
Micro computer Applications	CSIS 100		<i>Microsoft Office 2003</i>	Neosho County CC
Computer Information Systems	CSIS 130		<i>Discovering Computers 2003</i> , Shelly	Pittsburgh State U
Microcomputer applications	BUS 235		<i>Microsoft Office 2003</i> , Rutkosky  <i>Technology in Action</i> , Alan et al., 3 <sup>rd</sup> edition	Pratt CC
Introduction to Computer Concepts/App	CS 1203		<i>Microsoft Office 2007</i> (Go! Series )  <i>Technology in Action</i> , Alan et al., 4 <sup>th</sup> edition	Seward County CC

Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Introductions to Computer-Based Information Systems	EECS 128			U Kansas
Computer Concepts and Applications	CM 110		<i>Computer Concepts</i> , Shelly/Cashman	Washburn U
Introduction to Computers and Their Applications	CS 105		<i>Discovering Computers</i> , Shelly/Cashman	Wichita State U

**Comments:**

**Core Outcomes:**

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

Hardware

- Understand specifications and configuration of computer hardware.

Operating Systems and Systems Software

- Understand and identify the major roles of operating systems and systems software.

Internet

- Understand the impact and use of the Internet.

Word-Processing

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

Spreadsheets

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

Database

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

Presentation

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

Integration

- Understand integration, application software.

Ethical Issues and Concepts

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



## Cybersecurity

- Identify and understand security threats and solutions.

### **Comments:**

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

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**Discipline:** English

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

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

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

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

## Comments:

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

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

## Core Outcomes:

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

### Rhetorical Knowledge

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

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

### Critical Thinking, Reading, and Writing

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

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

### Processes

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

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

## Knowledge of Conventions

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

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

### **Comments:**

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

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**Discipline:** English

**General Course Title:** Literature

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

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

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

**Comments:**

**Core Outcomes:**

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

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

**Comments:**

**Participants:**

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**Discipline:** History

**General Course Title:** World Civilization

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

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

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

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

**Comments:**

**Core Outcomes:**

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

Historical Literacy/Historian's Craft

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

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

Various Historical Perspectives and the Historian's Craft

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

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



- Material culture
- Military developments
- Politics
- Influential individuals and ideas of leadership
- Social constructs
- Scientific/technological developments

### Origins and Characteristics of Prehistory

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

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

### Origins and Characteristics of the Earliest Major Civilizations

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

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

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

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

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

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

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

- China
- Greece

- India
- Persia
- Hellenistic World
- Rome
- Americas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Shaping of the Mongol Empire and its impact.

- Development of trade networks.
- European voyages of exploration.
- Formation and consequences of European colonization.
- Impacts of global interactions on world societies.
- Transformations of coercive labor systems, including serfdom and slavery.
- Similarities between Atlantic Basin and Indian Basin trade systems.

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

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

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

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

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

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

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

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

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

**Comments:**

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

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**Discipline:** Mathematics

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

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

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

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

**Comments:**

## Core Outcomes:

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

### Arithmetic and Algebraic Manipulation

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

### Equations and Inequalities

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

### Graphs on a Coordinate Plane

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

### Analysis of Equations and Graphs

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

## Comments:

## Participants:

This information is not available.

**Discipline:** Mathematics

**General Course Title:** College Algebra

**Date Developed (and any modification):** Unknown; revised 9/2004

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

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

**Comments:**

**Core Outcomes:**

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

**Analysis and Graphing of Functions and Equations**

- Use functional notation.
- Recognize and distinguish between functions and relations (equations).
- Use concepts of symmetry, intercepts, left- and right-hand behavior, asymptotes, and transformations to sketch the graph of various types of functions (constant, linear, quadratic, absolute value, piecewise-defined, square root, cubic, polynomial, rational, exponential, and logarithmic) or relations (circle) given in description.
- Determine the domain and range of a function.
- Write the equation that describes a function (for types given above) or circle given its description.
- Use graphs of functions for analysis.
- Find arithmetic combinations and composites of functions.
- Find the inverse of a function.

**Solutions of Equations and Inequalities**

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

**Comments:****Participants:**

This information is not available.



**Discipline:** Mathematics

**General Course Title:** Intermediate Algebra

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

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

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

**Comments:**

**Core Outcomes:**

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

**Arithmetic and Algebraic Manipulation**

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

**Equations and Inequalities**

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

**Graphs on a Coordinate Plane**

- Graph linear inequalities.
- Graph quadratic functions.

**Analysis of Equations and Graphs**

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

**Comments:****Participants:**

This information is not available.

**Discipline:** Mathematics

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

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

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

Course Title	Course Number	Credit Hours	Institution
Plane Trigonometry	MAT 106	3	Allen County CC
Trigonometry	MATH 1830	3	Barton County CC
Trigonometry	MA 140	3	Butler CC
Trigonometry	MA 112	3	Cloud County CC
Trigonometry	MATH 106	3	Coffeyville CC
Plane Trigonometry	MA 185	3	Colby CC
Trigonometry	MTH 4425	3	Cowley County CC
Trigonometry	MATH 110	3	Dodge City CC
Trigonometry	MA 112	2	Emporia State U
Plane Trigonometry	MA 122	3	Fort Hays State U
Trigonometry	MAT 1093	3	Fort Scott CC
Plane Trigonometry	MATH 109	3	Garden City CC
Plane Trigonometry	MAT 105	3	Highland CC
Plane Trigonometry	MA 107	3	Hutchinson CC
Plane Trigonometry	MAT 1093	3	Independence CC
Trigonometry	MATH 172		Johnson County CC
Trigonometry	MATH 112	2	Kansas City Kansas CC
Trigonometry	MA 1730	3	Labette CC
Plane Trigonometry	MATH 122	3	Neosho County CC
Trigonometry	MATH 122	3	Pittsburg State U
Trigonometry	MTH 183	3	Pratt CC
Plane Trigonometry	MATH 150	3	Kansas State U
Trigonometry	MA 1183	3	Seward County CC
Trigonometry	MATH 103	2	U Kansas
Trigonometry	MA 117	3	Washburn U
Trigonometry	MATH 123	3	Wichita State U

**Comments:**

**Core Outcomes:**

Students will be expected to use appropriate technology as one tool to achieve the core outcomes. The student should be able to do the following:

- Use functional notation to evaluate and manipulate functions.
- Demonstrate an understanding of the concepts of function composition and inverse functions by finding and using composite and inverse functions.
- Be able to work with trigonometric functions of any angle.
- Demonstrate knowledge of graphs of trigonometric functions, and be able to use transformations (rigid and non-rigid) to describe the graph of a trigonometric function.
- Verify various types of trigonometric identities, including sum, difference, cofunction, double, and half-angle identities.
- Demonstrate knowledge of inverse trigonometric functions and their relation to the associated trigonometric function.
- Solve equations involving trigonometric functions.
- Use trigonometric functions in applications, including the Law of Sines, Law of Cosines, and vectors.
- Understand and be able to use the trigonometric representation of a complex number.
- Use DeMoivre's Theorem to find the roots of a complex number.

**Comments:****Participants:**

This information is not available.

**Discipline:** Mathematics

**General Course Title:** Calculus I

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

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

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

**Comments:**

## Core Outcomes:

(Content Outline and Competencies for Engineering Calculus I)

### Using Limits

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

### Finding Derivatives

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

### Using Derivatives

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

### Finding Integrals

- Find area using Riemann sums and integrals.
- Express the limit of a Riemann sum as a definite integral.

- Evaluate the definite integral using geometry.
- Integrate algebraic, exponential,\* and trigonometric functions.
- Evaluate definite integrals using the Fundamental Theorem of Calculus.
- Apply the Mean-Value Theorem for integrals.
- Integrate indefinite integrals.
- Integrate using substitution.
- Integrate using numerical techniques.
- Integrate using integration by parts and trigonometric substitutions\*
- Evaluate improper integrals\*

#### Using the Integral

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

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

#### **Comments:**

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

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

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

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**Discipline:** Mathematics

**General Course Title:** Elementary Statistics

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

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

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

**Comments:**

## Core Outcomes:

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

### Basic Descriptive Statistics: Organizing and Describing Data

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

### Introduction to Probability: Finding the Theoretical Probability of an Event

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

### Random Variables: Determining Probabilities of a Random Variable

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

### Special Probability Functions: Using Functions to Solve Probabilities of Events

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

### Random Sampling and Sampling Theory: Generating Distributions for Sample Means

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

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

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

### Hypothesis Tests: Finding Significance

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

### Linear Regression: Making Predictions with Linear Data

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

### **Comments:**

### **Participants:**

This information is not available.

**Discipline:** Philosophy

**General Course Title:** Introduction to Philosophy

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

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

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

**Comments:**

## Core Outcomes:

Students who successfully complete the Introduction to Philosophy course should be able to do the following:

- Demonstrate familiarity with and understanding of basic philosophical theories, terminology, and concepts.
- Demonstrate an ability to understand the significance of philosophy of in a broader cultural and historical context.
- Demonstrate an ability to develop philosophical analyses and arguments.
- Demonstrate an ability to evaluate philosophical analyses, arguments, and texts and appreciate alternative points of view.

## Comments:

The committee agreed to 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:

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**Discipline:** Psychology

**General Course Title:** General Psychology

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

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

Course Title	Course Number	Institution
General Psychology	PSY 101	Allen County CC
General Psychology	PSYC 1000	Barton County CC
General Psychology	BS 160	Butler CC
General Psychology	SS101	Cloud County CC
General Psychology	42.101	Coffeyville CC
General Psychology	PS 176	Colby CC
General Psychology	PSY 6711	Cowley County CC
General Psychology	PSY 101	Dodge City CC
Introductory Psychology	PY 100	Emporia State U
General Psychology	PSY 100	Fort Hays State U
General Psychology	PSY 1013	Fort Scott CC
General Psychology	PSYC 101	Garden City CC
General Psychology	PSY 101	Highland CCC
General Psychology	PS 100	Hutchinson CC
General Psychology	BEH 1003	Independence CC
Introduction to Psychology	PSYC 130	Johnson County CC
Psychology	PSYC 101	Kansas City Kansas CC
General Psychology	PSYCH 110	Kansas State U
General Psychology	PY 2010	Labette CC
General Psychology	PSYC 155	Neosho County CC
General Psychology	PSYCH 155	Pittsburg State U
General Psychology	PSY 176	Pratt CC
General Psychology	BH 1303	Seward County CC
General Psychology	PSYCH 104	U Kansas
Basic Concepts in Psychology	PY 100	Washburn U
General Psychology	PSYCH 111	Wichita State U

**Comments:**

**Core Outcomes:**

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

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

**Comments:****Participants:**

Ken Weaver, **Facilitator**      Emporia State U

**Discipline:** Psychology

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

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

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

Course Title	Course Number	Credit Hours	Institution
Early Childhood Growth and Development	CCG 101		Allen County CC
n/a	n/a		Barton County CC
n/a	n/a		Butler CC
Early Childhood Development	HE 150		Cloud County CC
Early Childhood Development	20.117		Coffeyville CC
Child Development	PS 120		Colby CC
Early Childhood Development	CHC 5713		Cowley County CC
Child Growth and Development (to age 4)	ECE 105		Dodge City CC
n/a	n/a		Emporia State U
Child and Development Psychology	PSY 400		Fort Hays State U
n/a	n/a		Fort Scott CC
Child Development I/II	ECHD 101/102		Garden City CC
Fundamentals of Early Childhood	ECH 100		Highland CCC
			Hutchinson CC
Child Development	CHD 1003		Independence CC
Child Development	PSYC 215		Johnson County CC
Child Development	PSYC 202		Kansas City Kansas CC
Childhood and Adolescence	PSYCH 280		Kansas State U
Child Development	HE 5275		Labette CC
Child Development	PSYC 219		Neosho County CC
Psychology Elective	PSYCH xxx		Pittsburg State U
			Pratt CC
			Seward County CC
Introduction to Child Behavior and Development	ABSC 160		U Kansas
Psych of Infancy or Childhood	PY 210		Washburn U
Child Psychology	Psych 414		Wichita State U

**Comments:**



**Core Outcomes:**

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

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

**Comments:****Participants:**

Ken Weaver, **Facilitator**      Emporia State U

**Discipline:** Psychology

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

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

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

Course Title	Course Number	Credit Hours	Institution
Developmental Psychology	PSY 263		Allen County CC
Developmental Psychology	PSYC 1014		Barton County CC
Human Growth and Development	BS 260		Butler CC
Human Growth and Development	SS105		Cloud County CC
Developmental Psychology	42.102		Coffeyville CC
Developmental Psychology	PS 276		Colby CC
Developmental Psychology	PSY 6712		Cowley County CC
Human Growth and Development/ Psychology of Development	PSY 102		Dodge City CC
Development Psychology	PY210/PY211		Emporia State U
n/a			Fort Hays State U
Developmental Psychology	PSY 1023		Fort Scott CC
Human Growth and Development	EDUC 110		Garden City CC
Human Growth and Development	PSY 205		Highland CCC
Human Growth and Development	PS 102		Hutchinson CC
Developmental Psychology	BEH 2003		Independence CC
Human Development	PSYC 218		Johnson County CC
Human Development	PSYCH 203		Kansas City Kansas CC
			Kansas State U
Developmental Psychology	PY 2090		Labette CC
Developmental Psychology	PSYC 263		Neosho County CC
Developmental Psychology	PSYCH 263		Pittsburg State U
Human Growth and Dev	PSY 132		Pratt CC
Human Growth and Development/ Psychological Development	BH 2303		Seward County CC
n/a			U Kansas
Through the Life Span	PY 209		Washburn U
Developmental Psychology	PSYCH 334		Wichita State U

**Comments:**

**Core Outcomes:**

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

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

**Comments:****Participants:**

Ken Weaver, **Facilitator**      Emporia State U

**Discipline:** Speech

**General Course Title:** Public Speaking

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

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

Course Title	Course Number	Credit Hours	Institution
Public Speaking	COM 101		Allen County CC
Public Speaking	COMM 1230		Barton County CC
Public Speaking	SP 100		Butler CC
Public Speaking	CM115		Cloud County CC
Public Speaking	SPCH 111		Coffeyville CC
Interpersonal Communication/ Fundamentals of Oral Communication/ Public Speaking	SP 106/ SP 101/ SP 176		Colby CC
Public Speaking	COM 2711		Cowley County CC
Public Speaking	SP101		Dodge City CC
Public Speaking	SP 101		Emporia State U
Fundamentals of Oral Communication	COMM 100		Fort Hays State U
Public Speaking	SPCH 1093		Fort Scott CC
Public Speaking	SPCH 111		Garden City CC
Public Speaking	SP 106		Highland CCC
Public Speaking	SH 101		Hutchinson CC
Speech	COM 1203		Independence CC
Public Speaking	SPD 121		Johnson County CC
Public Speaking	SPCJ 151		Kansas City Kansas CC
Public Speaking I	SPCH 106		Kansas State U
Funds of Speech	CO 1560		Labette CC
Funds of Speech	COM 207		Neosho County CC
Speech Communication	COMM 207		Pittsburg State U
Public Speaking	COMM 276		Pratt CC
Public Speaking	SP 1203		Seward County CC
Speaker-Audience	COMS 130		U Kansas
Public Speaking	CN 150		Washburn U
Public Speaking	COMM 111		Wichita State U

## Comments:

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

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

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

## Core Outcomes:

***SPEAKING COMPETENCIES (Quianthy, 1990):*** *Speaking is the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals.*

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

### Determine the Purpose of Oral Discourse

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

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

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

### Fulfill the Purpose of Oral Discourse

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

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

### Employ Vocal Variety in Rate, Pitch, and Intensity

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

### Articulate Clearly

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

### Employ Language Appropriate to the Designated Audience

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

### Demonstrate Nonverbal Behavior that Supports the Verbal Message

- Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
- Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent.
- Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
- Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.

*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:*

- Show appropriate interpersonal skills for various contexts.
- Display self-awareness as a communicator.
- Select from a repertoire of interpersonal skills those strategies that enhance relationships.
- 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.*

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

### Recognize Main Ideas

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

### Identify Supporting Details

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

### Recognize Explicit Relationships among Ideas

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

### Recall Basic Ideas and Details

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

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

### Attend with an Open Mind

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

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

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

### Discriminate Between Statements of Fact and Statements of Opinion

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

### Distinguish Between Emotional and Logical Arguments

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

### Detect Bias and Prejudice

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

### Recognize the Speaker's Attitude

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



### Synthesize and Evaluate by Drawing Logical Inferences and Conclusions

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

### Recall the Implications and Arguments

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

### Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages

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

### Employ Active Listening Techniques When Appropriate

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

### **Comments:**

### **Participants:**

Patricia L. Griffin, **Facilitator**      Hays State U      [pgriffin@fhsu.edu](mailto:pgriffin@fhsu.edu)

**Discipline:** Theatre

**General Course Title:** Theatre Appreciation

**Date Developed (and any modification):** September 26, 2003; latest modification September 14, 2009

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

Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Theatre Appreciation	THE 222	3	<i>Theatre: The Lively Art</i> , Wilson and Goldfarb	Allen County CC
Introduction to Theatre	THEA 1300	3	<i>Theatre, Brief Version</i> , Cohen <i>12 Plays: A Portable Anthology</i> , Gardner	Barton County CC
Introduction to Theatre Art	TA 206	3		Butler CC
Theatre Appreciation	CM 140	3	<i>The Art of Theatre: Then and Now</i> , Downs et al.	Cloud County CC
Theatre Appreciation	THTR 160	3	Theatre	Coffeyville CC
				Colby CC
Theatre Appreciation	THE 2730	3	<i>Theatre With Enjoy the Play</i> , Cohen and Langen	Cowley County CC
Introduction to Theatre	THR 100	3		Dodge City CC
Theatre Appreciation	TH 105	3/2	<i>Theatre, Brief Version</i> , Cohen	Emporia State U
Introduction to Theatre	COMM 120	3	<i>Enjoyment of Theatre</i> , Cameron and Gillespie	Fort Hays State U
Theatre Appreciation	DRA 1313000	3	Theatre	Fort Scott CC
Introduction to Theatre	DRAM 150	3		Garden City CC
History and Appreciation of Theatre	TH 108	3	<i>Theatre: The Lively Art</i> , Wilson and Goldfarb	Highland CCC
Theatre Appreciation	TH115	3	Theatre <i>12 Plays: A Portable Anthology</i> , Gardner	Hutchinson CC
Theatre Appreciation	THR 1013	3	<i>Theatre, Brief Version</i> , Cohen	Independence CC
Introduction to Theatre	THEA 120		<i>Theatre, Brief Version</i> , Cohen	Johnson County CC
Theatre appreciation	THTR 101	3	<i>The Theatre Experience</i> , Wilson	Kansas City Kansas CC

Course Title	Course Number	Credit Hours	Currently Adopted Textbook	Institution
Introduction to Theatre	THTRE 270		No text	Kansas State U
Theatre Appreciation		3		Labette CC
Theatre Appreciation	COM 105	3	<i>Theatre: The Lively Art</i> , Wilson and Goldfarb <i>Plays for the Theatre</i> , Brockett and Ball	Neosho County CC
Performance Appreciation	COMM 105	3		Pittsburg State U
Theatre Appreciation	DRM 131	3	<i>Theatre: The Lively Art</i> , Wilson and Goldfarb	Pratt CC
Theatre Appreciation	2013	3	<i>Theatre: The Lively Art</i> , Wilson and Goldfarb	Seward County CC
Introduction to Theatre	TH&F 100	3	<i>The Bedford Introduction to Drama</i> , Jacobus	U Kansas
Introduction to Theatre	TH 102	3		Washburn U
The Art of Theatre	THEA 143	3	<i>Experiencing the Art of Theatre</i> , Downs et al.	Wichita State U

**Comments:**

**Core Outcomes:**

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

- Classify and define theatre terminology.
- Analyze and evaluate plays and performances.
- Recognize the cultural and historical contexts of theatre.
- Explain the collaborative nature of theatre.

**Comments:**

See the minutes for 2008.

**Participants:**

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**Discipline:** Theatre

**General Course Title:** Acting 1

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

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

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

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

**Comments:**

**Core Outcomes:**

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

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

**Comments:**

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

**Participants:**

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## **Minutes of the September 12, 2008, Meeting**



## **Anthropology Minutes**

**Date:** September 12, 2008

**Facilitator:** Margaret Wood, Washburn University

### **Members Present:**

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### **Meeting Notes:**

#### **A. Report and Action on Previous Meeting (if any)**

Last year (2007) our group discussed the fact that there are several ways that introductory archaeology courses are taught, including the following: (1) Methods-based approach (2) World Prehistory approach (3) Evolution/Prehistory approach (4) combination World Prehistory and Methods approach. Archaeology is taught in each of these ways at institutions of higher learning in Kansas. Thus, we decided to develop outcomes for each of these approaches. Last year we produced a skeletal outline of outcomes for an Introduction to Archaeology class that is taught as a methods-based approach.

#### **B. Course/Core Outcomes Discussion**

This year we progressed by fleshing out this outline more fully. The core outcomes submitted are in DRAFT form. See previous core outcomes section.

#### **C. Items Discussed But No Decision or Action Taken**

#### **D. Discussion Regarding Future Need for Meetings**

The committee will review, revise, and reconsider these next year (2009). Next year we also hope to begin work on outcomes for a World Prehistory approach to introductory archeology courses.

## **Biology Minutes**

**Date:** September 12, 2008

**Facilitator:** Bill Langley (Butler CC)

### **Members Present:**

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### **Meeting Notes:**

#### **A. Report and Action on Previous Meeting (if any)**

The committee unanimously approved the following two resolutions:

1. All new course offerings and existing courses being delivered through a new venue such as online/IT or some combination must originate and be approved by the appropriate academic department or discipline and be taught by individuals that meet departmental/discipline qualifications.

2. All instructors must meet the following minimum requirements: MA with 18 GRADUATE hours in the discipline. The appointment of any instructor must be approved by the head of the department/ discipline.

**B. Course/Core Outcomes Discussion**

None

**C. Items Discussed But No Decision or Action Taken**

- Teaching concurrent course offerings in one semester to maintain rigor in the course.
- Identification of courses being taught on or off campus.
- Cap on number of concurrent credit hours that a student can take.
- Concern about online and off-campus offerings, which led to the approval of the above resolutions.
- Concern about how seriously administrators take resolutions since some look for loopholes to circumvent them.
- Concern about student preparedness for college level biology courses. Several suggestions to screen students by asset score, ACT score, prerequisite of a chemistry or biology course before taking majors courses, as well as anatomy and physiology, or microbiology courses.

**D. Discussion Regarding Future Need for Meetings**

None

## English Minutes

**Date:** September 12, 2008

**Facilitator:** Andy Anderson (Johnson County CC)

### **Members Present:**

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### **Meeting Note :**

#### **A. Report and Action on Previous Meeting (if any)**

#### **B. Course/Core Outcomes Discussion**

#### **C. Items Discussed But No Decision or Action Taken**

Andy Anderson called the meeting to order. He passed around sheets to update e-mail addresses, course numbers, textbook titles, and class size at each institution for posting to the K-WRITE website.

Andy reported on the Missouri pre and post assessment process, suggesting that in the future Kansas institutions may be required to report similar assessment data. The preliminary weakness in such assessment is our inability to define “college level” writing. Members cited the recent Kansas legislation allowing 10<sup>th</sup> graders to take college classes as indicative of this problem. Comments were as follows:

- The level of thought is different; we should add “as appropriate to college level” to our outcomes statement.
- We must define criteria that measure levels of writing.
- Our outcomes as stated are very similar to high school outcomes posted on the KSDE website.
- The high school outcomes are based on the 6-trait model; ours are based on the WWLC criteria.

Trudy Zimmerman, HCC, reported that HCC requires a minimum reading level for any student to take classes. Students are taking college classes in high school and then, when they enter college, they take high school classes because they are underprepared for college level work. Dana Waters, DCCC, pointed out that we need to educate our legislators so that they do not pass legislation like the 10<sup>th</sup> grade bill without understanding the implications and consequences for students.

The group discussed problems with defining “college level” writing. Comments were as follows:

- The Rhetorical Knowledge section of K-WRITE competencies doesn’t address the depth of content.
- Students are meeting or not meeting our expectations of college level writing, but the level is difficult to define.
- Allen and Bacon’s text uses the expression “wallowing in complexity.”
- Students must use the writing process to create a sophisticated level of discourse.

Degree requirements for teaching concurrent credit classes was discussed. Requirements varied at institutions. The following examples were reported:

- Hutchinson CC administrators allowed teachers with some graduate credit to teach concurrent classes.
- Barton CCC allows teaching with a “growth plan.”
- Labette CC reported that its concurrent instructors are required to follow the syllabus and keep all essays on file for one year.
- Three institutions had knowledge of instructors allowed to teach concurrent classes with no graduate credit at all.

It was reported that the Minnesota legislature had taken away all credential requirements; all decisions are based on finances.

Andy Anderson, JCCC, informed the group of the National Association on Concurrent Enrollment Policies. Over 100 colleges are involved with the Association. Johnson CCC will host the Fall meeting. NACEP is developing an extensive policy looking at certifications of faculty, syllabi, etc.

Phillip Marzuk, K-State, pointed out that composition teachers have the largest assessing load, so we must be careful of what kinds of assessment we require of ourselves. Andy stated that the legislature is reluctant to fund compensation for assessment; however K-WRITE could write a statement endorsing compensation for assessment.

The group discussed assessment methods at their respective institutions. The following practices for assessment were reported:

- Barton CCC uses K-WRITE competencies to assess writing. Concurrent faculty are included in training sessions for norming that take place in the summer.
- Coffeyville CC uses K-WRITE competencies to assess writing.
- Neosho CC uses CAPP scores; their on-campus scores are 20% lower than the concurrent credit class scores. However, the high school allows only advanced students to take concurrent classes.
- K-State assesses course by course; assessments differ from course objectives.
- Kansas City, Kansas, CC collects essays and assesses with the 6-trait model.
- Seward CCC assesses writing across the curriculum.
- Fort Scott CC assesses research papers with the 6-trait model in both Composition I and II.
- Dodge City CC assesses 20% of all Composition I students using the 6-trait model rubric.
- Cloud CCC uses a 5 point scale based on a rubric similar to K-WRITE competencies; their committee of across-the-curriculum readers looks at artifacts in the summer, assessing concurrent classes and English classes on a portfolio of one research and two other papers.
- Coffeyville CC assesses ½ of their enrollment.
- Labette CC requires each instructor to assess all students in all classes with a common rubric based on course competencies, enter data into a database, and write a report on how he or she will revise the course to improve scores.

Andy directed representatives to e-mail to him rubrics, assessment processes, and descriptions of what we are doing at our institutions. He will send an e-mail soliciting this information. Phil Marzuk , K-State, suggested it would be valuable to exchange a list of best practices. Andy suggested they could be posted on the website, as well as rubrics and other assessment tools.

#### **D. Discussion Regarding Future Need for Meetings**

There was general consensus that the group wants to meet next year. Andy asked for agenda items for the next meeting. Issues suggested for discussion were Technical Composition (placement and competencies), class size, on-line composition and literature courses (consistency of instruction).

## **History Minutes**

**Date:** September 12, 2008

**Facilitator:** John Ryan (Kansas City Kansas CC)

### **Members Present:**

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### **Meeting Notes:**

#### **A. Report and Action on Previous Meeting (if any)**

None

#### **B. Course/Core Outcomes Discussion**

The focus of the meeting was to review and revise core outcomes for World Civilization courses (see previous core outcomes section).

#### **C. Items Discussed But No Decision or Action Taken**

None

#### **D. Discussion Regarding Future Need for Meetings**

The group agreed to meet every five years unless an earlier meeting is necessary.

## **Mathematics Minutes**

**Date:** September 12, 2008 (Hughes Metropolitan Complex, Wichita State University)

**Facilitator:** Jeff Frost (Johnson County CC) filling in for Jack Porter (U Kansas)

**Recorder:** Mark Whisler (Cloud County CC)

### **Members Present:**

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### Meeting Notes:

#### A. Report and Action on Previous Meeting (if any)

None

#### B. Course/Core Outcomes Discussion

After opening remarks, discussion returned to a set of competencies for a first calculus course for engineers, scientists, and other groups. Various aspects of the issue were discussed, from AP classes and rubrics for granting credit for AP classes, to textbooks used, to what the level of the class should be.

After considerable discussion, the group was reminded that an agreement was almost reached two years ago about what should be in the course. More discussion ensued, and then a motion was made to accept the non-asterisked items on this list of competencies (listed below) as a set of competencies for this class. Three addenda were proposed: that this set should be considered a minimum set of competencies, that the course should be an “Early Transcendentals” course, and that a statement should be included indicating that the course should be taught at a deeper level than just basic techniques. There was further discussion, and then the question was called. The motion passed overwhelmingly, with one dissenting vote and an unknown number of abstentions.

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

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

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

See the Content Outline and Competencies for Engineering Calculus I in the previous core outcomes section under Calculus I.

**C. Items Discussed But No Decision or Action Taken**

A motion was made and accepted to collect and disseminate information about AP scores on the AB and BC calculus exams and the placement rubric that schools use to give credit. There was general agreement that we should meet next year and work on the second semester of the calculus sequence, and possibly even move on to a three semester sequence. The remainder of the meeting was spent in discussion about a “liberal arts” mathematics course that would serve as an alternative to College Algebra for certain majors. There was no action taken on this class.

**D. Discussion Regarding Future Need for Meetings**

The group will meet again next fall.

## **Theatre Minutes**

**Date:** September 12, 2008

### **Members Present:**

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### **Meeting Notes:**

#### **A. Report and Action on Previous Meeting (if any)**

None

#### **B. Course/Core Outcomes Discussion**

##### Core Outcomes for Acting I Course

After much initial discussion on what constituted an outcome and what was considered a competency, we settled on three broad outcomes for the Acting I course. After completion of this course, the successful student should be able to do the following:

1. Apply acting terminology.
2. Utilize the actor's instrument
3. Demonstrate a systematic approach to acting.

Comments: Outcome 1 addresses basic vocabulary with which an actor should know and be comfortable. Competencies for Outcome 2 would include any work the instructor uses to develop the actor's voice, body, imagination, concentration, observation, etc. The competencies for Outcome 3 would include any specific technique the instructor is using as well as script analysis, development of character, playing actions and tactics, working with a partner, rehearsing a scene, performing a piece and so forth. John Uthoff noted that KSU requires its Acting 1 students to have

script analysis as part of the course. Transfer students to KSU who do not have that competency would need to re-take the course as a prerequisite for more advanced courses. We did not discuss a common name for the acting course.

### Theatre Appreciation Course

After some discussion, revisions to the Theatre Appreciation course outcomes were made. After completion of this course, the successful student will be able to do the following:

1. Classify and define theatre terminology.
2. Analyze and evaluate plays and performances.
3. Recognize the cultural and historical contexts of theatre.
4. Explain the collaborative nature of theatre.

Comments: For outcome 1, the group felt that simply to define “theatre” was too narrow, and by adding “terminology” it encompassed a larger range of elements that students should know. There was no change for outcomes 2 and 3. For outcome 4, the group felt that the wording was cumbersome and needed to be streamlined. Remembering that in 2003 there was much discussion about the inclusion of the word “audience” in the original outcome, those in the current group felt that the audience was an implicit part of the collaborative nature and did not need special mention. Those wishing to make special emphasis can either append it to the outcome or include it as a competency.

### **C. Items Discussed But No Decision or Action Taken**

#### Kansas Transfer Auditions

Since Kansas transfer auditions were begun only last year, mention was made to the group for the benefit of those who have not yet participated. Transfer auditions provide an opportunity for sophomore theatre students from Kansas community colleges to audition for a large group of area universities at one time. The auditions will be hosted by Johnson County Community College on Saturday, February 7, 2009. The contact person is Beate Pettigrew at [bpettigr@jccc.edu](mailto:bpettigr@jccc.edu).

### **D. Discussion Regarding Future Need for Meetings**

The group decided to meet next year to write common outcomes for the basic stagecraft course.