

# KANSAS CORE OUTCOMES GROUPS

## 2012 ANNUAL REPORT

October 19, 2012

Public Universities



Public Community and Technical Colleges



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Please contact Karla Wiscombe, Transfer Coordinator for the Kansas Board of Regents, with questions or suggestions regarding this report. (785-296-1487, kwiscombe@ksbor.org )

Institutional abbreviations used throughout the report:

CC = Community College  
TC = Technical College  
U = University

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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. The annual reports are posted to the Kansas Board of Regents' website. Each report contains the most recent review of the outcomes for the courses listed at each academic institution.

For years 2007, 2008 and 2009, the faculty from the various disciplines met at the Eugene M. Hughes Metropolitan Complex, Wichita State University, in Wichita, Kansas. Attendance ranged from 120 to 170. In 2010, the location for the Core Outcomes was held at the University of Kansas. Approximately 149 individuals from 28 institutions participated in the September 24, 2010 meeting on KU's Lawrence campus, and around 175 individuals from 35 institutions participated in the October 14th, 2011 meeting on KU's Lawrence campus.

The 2012 Kansas Core Outcomes Annual Meeting took place on the Kansas State University campus on October 19, 2012, and marked the official incorporation of developing course outcomes by the Kansas Core Outcomes Groups (KCOG) into system-wide transfer for Kansas public postsecondary institutions. In June of 2012, the Kansas Board of Regents authorized the Transfer and Articulation Advisory Council (TAAC) as the body responsible for creating structures and processes that facilitate student transfer and degree completion within Kansas higher education. TAAC utilized the structure of the faculty led KCOGs, which had been in place since 1999, to create additional discipline groups and facilitate the first official system wide transfer meeting. At this first meeting, over 500 faculty members, from 19 disciplines, revised and articulated learning outcomes as well as recommended future courses for system-wide transfer. The following reports indicate the results of the 2012 meeting and work completed afterward by the discipline groups.

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## 2012 ANNUAL MEETING SUMMARY

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Disciplines from the following areas reviewed the listed courses:

<b>Discipline</b>	<b>Courses Reviewed</b>	<b>KCOG Chair</b>
Anthropology	ANT 1101 Intro to Cultural Anthropology	William McFarlane
Art	ART 1101 Art Appreciation	Jennifer Nolan
Biology	BIO 1201 Anatomy & Physiology BIO 2201 Microbiology	Don Barker and Peter Chung
Chemistry	CHM 1101/02-Chem. I/lab	Stephen Donnelly
Communication/Speech	COM 1100 Public Speaking CSC 1101 Introduction to Computers & Applications	Marg Yaroslaski
Computer Science	ECO 1101 Microeconomics	Gladys Swindler
Economics	ECO 1102 Macroeconomics	June Freund
English	ENG 1101-Eng. Comp I ENG 1102-Eng. Comp II ENG 1201-Intro to Lit	Sonya Lancaster and Rachelle Smith
Geography	GEO 1101 World Reg. Geography	Max Lu
History	HIS 1200 History of World Civ. to 1500 HIS 1101 US History to 1877 HIS 1102 US History since 1877	Brad Fenwick
Math	MAT 1101 College Algebra MAT 2101 Calculus I	Jeff Frost
Modern Languages: Spanish	SPA 1101 Spanish I	Rosalea Postma-Carttar
Music	MUS 1201 Music Appreciation	Randy Berls
Philosophy/Ethics	PHL 1101 Introduction to Philosophy PHL 1102 Ethics	Dennis Arjo
Physics	PHY 1101/1102 Physics I & Lab PHY 1201/1202 Physics II & Lab	Gavin Buffington
Political Science	POL 1121 American Government POL 1101 Intro to Political Science	Michael Hall
Psychology	PSY 1101 Introduction to Psychology PSY 1102 Human Lifespan/Developmental Psychology	Bruce Warner
Sociology	SOC 1101 Intro to Soc.	Stu Shafer
Theater	THT 1101 Theatre Appreciation THT 1201 Acting	Lawrence Alford

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**TRANSFER AND ARTICULATION ADVISORY COUNCIL MEMBERS FOR 2012-13**

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Alysia Johnston	Coffeyville CC
Bill Ivy	Pittsburg State U
Brad Will	Fort Hays State U
Bruce MacTavish	Washburn U
Jackie Vietti	Butler County CC
JC Tice	North Central Kansas TC
Jim Williams	Emporia State U
Joey Linn	Fort Hays State U
Kim Krull	Cloud County CC
Lee Furbeck	U of Kansas
Linnea Glenmayer	Wichita State U
Mike Ahern	Dodge City CC
Nathan Stanley	Neosho County CC
Randy Myers	Hutchinson CC
Sara Rosen	U of Kansas
Steven Vacik	Colby CC
Sue Maes	Kansas State U
Terry Calaway	Johnson County CC
Tony Kinkel	Wichita Area TC

**INSTITUTIONS AND NUMBER OF FACULTY PARTICIPATING  
AT THE 2012 ANNUAL MEETING**

Allen County Community College	18
Barton County Community College	31
Butler Community College	32
Cloud County Community College	22
Coffeyville Community College	16
Colby Community College	15
Cowley County Community College	16
Dodge City Community College	21
Emporia State University	21
Flint Hills Technical College	3
Fort Hays State University	25
Fort Scott Community College	14
Garden City Community College	7
Highland Community College	11
Hutchinson Community College	22
Independence Community College	16
Johnson County Community College	21
Kansas City Kansas Community College	24
Kansas State University	28
Labette Community College	10
Manhattan Area Technical College	7
Neosho County Community College	18
North Central Kansas Technical College	9
Northwest Kansas Technical College	2
Pittsburg State University	21
Pratt Community College	10
Salina Area Technical College	0
Seward County Community College	11
University Of Kansas	23
Washburn University	17
Wichita Area Technical College	8
Wichita State University	19
<b>TOTAL</b>	<b>518*</b>
	*Does not include administrators

## Anthropology

**Discipline:** Anthropology

**Date:** Oct. 19, 2012

**Facilitator:** William McFarlane (JCCC)

**TAAC Representative:** Tony Kinkel, tkinkel@watc.edu (Wichita TC)

**Members Present:**

Tosca Harris	Allen County CC	<a href="mailto:harris@allencc.edu">harris@allencc.edu</a>
Nita Jackson	Butler CC	<a href="mailto:njackson@butlercc.edu">njackson@butlercc.edu</a>
Karl de Rochefort-Reynolds	Cloud County CC	Correspond via mail: 2221 Campus Drive Concordia, KS 66901
Linda Davis-Stephens	Colby CC	<a href="mailto:Linda.davis-stephens@colbycc.edu">Linda.davis-stephens@colbycc.edu</a>
Chris Mayer	Cowley CC	<a href="mailto:mayer@cowley.edu">mayer@cowley.edu</a>
Barbara Coffman	Hutchinson CC	<a href="mailto:Coffman_b@hutchcc.edu">Coffman_b@hutchcc.edu</a>
Hence Parson	Hutchinson CC	<a href="mailto:parsonh@hutchcc.edu">parsonh@hutchcc.edu</a>
William McFarlane	Johnson County CC	<a href="mailto:mcfarlane@jccc.edu">mcfarlane@jccc.edu</a>
Wayne Yang	Kansas City KCC	<a href="mailto:wyang@kckcc.edu">wyang@kckcc.edu</a>
Tina Oelke	Neosho CC	<a href="mailto:toelke@neosho.edu">toelke@neosho.edu</a>
Nathaniel Terrell	Emporia State Univ.	<a href="mailto:nterrell@emporia.edu">nterrell@emporia.edu</a>
Pelgy Vaz	Fort Hays State Univ.	<a href="mailto:pvaz@fhsu.edu">pvaz@fhsu.edu</a>
Brent Metz	Univ. of Kansas	<a href="mailto:bmetz@ku.edu">bmetz@ku.edu</a>
Sharla Blank	Washburn Univ.	<a href="mailto:sharla.blank@washburn.edu">sharla.blank@washburn.edu</a>

The KBOR Transfer and Articulation Advisory Council recommended that we consider whether an Introduction to Anthropology course should be submitted for transfer equivalency and if so to identify the

core outcomes for the course. The group interpreted this title to mean an Introduction to General Anthropology, or a survey of the sub-fields of Anthropology.

Following discussion, the group decided that Introduction to Cultural Anthropology would be a more appropriate selection for transfer equivalency. Cultural Anthropology is offered with greater frequency and at more institutions than General Anthropology. We would recommend that TAAC change the title of the course to “Introduction to Cultural Anthropology” to distinguish this course from general (or multi-field) anthropology courses.

**“Introduction to Cultural Anthropology Courses” from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Institution	Course Number and Title	Cr · Hr s.	Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	SOC 111 Cultural Anthropology	3	Tosca Harris, harris@allencc.edu	Y	Y
Barton County CC					
Butler CC			Nita Jackson, njackson@butlercc.edu	Y	Y
Cloud County CC	SS 125 Introduction to Cultural Anthropology	3	Karl de Rochefort-Reyr*  NEEDS PAPER COPIES	Y	Y
Coffeyville CC					
Colby CC	AN 177 Cultural Anthropology	3	Linda Davis-Stephens,  linda.davis- stephens@colbycc.edu	Y	Y
Cowley County CC	ANT 6911	3	Chris Mayer, mayer@cowley.edu	Y	Y
Dodge City CC					
Flint Hills TC					
Fort Scott CC			Donna Estill, donnae@fortscott.edu	N	



Garden City CC					
Highland CC			Erin Enneking, eenneking@highlandcc.edu	N	
Hutchinson CC	SO 111 Cultural Anthropology	3	Barbara Coffman  Coffman_b@hutchcc.edu	Y	Y
Independence CC					
Johnson County CC	ANTH 125 Cultural Anthropology	3	Bill McFarlane, mcfarlane@jccc.edu	Y	Y
Kansas City KCC	ANTH 0101 Introduction to Cultural Anthropology		Wayne Yang  <a href="mailto:wyang@kckcc.edu">wyang@kckcc.edu</a>	Y	Y
Labette CC					
Manhattan Area TC					
Neosho County CC	SOSC 200 Introduction to Anthropology		Tina Oelke, toelke@neosho.edu	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC					
Wichita Area TC					
Emporia St. U.	AN 210 Contemporary Culture	3	Nathaniel Terrel <a href="mailto:nterrell@emporia.edu">nterrell@emporia.edu</a>	Y	Y
Fort Hays St. U.	SOC 145 Principles of Culture	3	Pelgy Vaz, <a href="mailto:pvaz@fhsu.edu">pvaz@fhsu.edu</a>	Y	Y
Kansas St. U.	ANTH 200, ANTH 204 Introduction to Cultural		Mike Wesch, <a href="mailto:nwesch@ksu.edu">nwesch@ksu.edu</a>	N	

	Anthropology				
Pittsburg St. U.					
U. Of Kansas	ANTH 108 Introduction to Cultural Anthropology	4	Brent Metz, bmetz@ku.edu	Y	Y
Washburn U.	AN 112 Cultural Anthropology	3	Sharla Blank, <a href="mailto:sharla.blank@washburn.edu">sharla.blank@washburn.edu</a> <u>u</u>	Y	Y
Wichita St. U.					

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Participating members\* identified the following outcomes. Upon completion of ANT 1101 – Introduction to Cultural Anthropology, students will be able to:

1. Define and apply key anthropological concepts, minimally: cultural relativism, ethnocentrism, and holism.
2. Describe key anthropological methods, minimally: ethnography, fieldwork, and participant observation.
3. Define the concept of culture and discuss specific examples of how it is learned, shared and transmitted through symbolic systems including language.
4. Demonstrate knowledge of several cultural traditions through exposure to ethnographic analysis.
5. Identify and explain different models of cultural variation and similarity.
6. Recognize the ways in which environment, technology, economy, ideology, politics, and social organization interact within cultural systems.
7. Identify and explain different anthropological perspectives on cultural change and continuity.
8. Describe and evaluate the effects of globalization on world cultures.

**Minutes/Comments:**

\*The representative from Kansas State University, Mike Wesch ([mwesch@ksu.edu](mailto:mwesch@ksu.edu)), submitted the following outcomes for Introduction to Cultural Anthropology, but was unable to attend the meeting. The group reached consensus that the K-State recommendations were incorporated into the eight outcomes listed above.

Recommendations from K-State:

- Learn the basic tools, concepts, and methods of cultural anthropology and be able to apply them
- Identify ways in which different aspects of culture – economic, social, political, and religious practices and institutions – relate to one another and are integrated into a cultural system

- Be able to draw comparisons between different cultures, recognizing that such comparisons requires a holistic understanding of each of the cultures involved in the comparison
- Describe the process of globalization and the ways they shape, and are *shaped by*, different aspects of culture in human communities through the world
- Understand the dynamics of structural power – how power and inequality can be produced by, and embedded in, social, political, economic, and ideological structures.

**Courses to be reviewed at the 2013 Annual Meeting:**

The Agenda for the KCOG Meeting 2013:

- Consider Introduction to Linguistic Anthropology for transfer and core outcomes.
- Evaluate the suitability for transfer equivalency of courses for which core outcomes have been previously identified (Archaeology, World Prehistory, and Physical Anthropology).

**Chair for the 2013 Annual Meeting:** William McFarlane, JCCC

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group  
Annual Meeting Report**

**Discipline: Art**

**Kansas Regents System Number (KRSN) and Title: ART 1101 Art Appreciation**

**Date Learning Outcomes Approved or Modified: 2003, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Jennifer Nolan - DCCC**

**KBOR Transfer and Articulation Council Liaison/Representative: Mike Ahern - DCCC**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty**

**Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>CrHrs</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	ART 101 Art Appreciation	3	Tera Reed reed@allencc.e	Y	Y
Barton County CC	ARTS 1200 Art Appreciation	3	Bill Forst Forstb@Bartonccc.edu	Y	Y
Butler CC	AR 100 Art Appreciation	3	Valerie Haring vharing@butlercc. edu John Oehm	Y Y	Y
Cloud County CC			Nick Jones niones@cloud.e		
Coffeyville CC	Art History and Appreciation I & II	3/3	Michael DeRosa michaeld@coffeyville.	Y	Y
Colby CC					
Cowley County CC	ART 214 Art Appreciation	3	Mike Fell fell@cowlev.e	Y	Y
Dodge City CC	ART 101 Art Appreciation	3	Devlin Goldworm dgoldworm@dc3.	Y	Y
Flint Hills TC					
Fort Scott CC	Art Appreciation	3	Jeff Locke jeff@fortscott.	Y	Y
Garden City CC					
Highland CC	A 101 Art Appreciation	3	Anne Kufahl akufahl@highlandcc.	Y	Y
Hutchinson CC	AR 101 & AR 101 Honors		Jerri Griffin griffinj@hutchcc.	Y	y
Independence CC					
Johnson County					
Kansas City KCC	FNAR 101 Art Appreciation		Paul Hemmerla phermmmerla@kckcc.	Y	Y
Labette CC	Art Appreciation	3	John Ford johnf@labette.e	Y	Y
Manhattan Area					

Neosho County CC			Brad Wilkinson bwilkinson@neosho.		
North Central KTC					
Northwest KTC					
Pratt CC	Art 139 Art Appreciation	3	Marsha Shrack marshas@prattcc.e	Y	Y
Salina Area TC					
Seward County CC	Art Appreciation 1323	3	Susan Copas susan.copas@sccc.e	Y	Y
Wichita Area TC					
Emporia St. U.	AR 105 Art Appreciation		Patrick Martin pmartin@emporia.	Y	Y
Fort Hays St. U.	Fundamentals & Appreciation of Art	3	Martha Holmes mholmes@fhsu.e	Y	Y
Kansas St. U.	n/a	n/a	Douglas Dow ddow@ksu.e	Y	Y
Pittsburg St. U.	Designed World	3	Rhona Shand rshand@pittstate.	Y	Y
U. Of Kansas	No Art Appreciation course offered		David Cateforis	Y	Y
Washburn U.	AR 103 Art Appreciation	3	Kelly Walt kelly.walt@washburn.	Y	Y
Wichita St. U.			Frederick Hemans frederick.hemans@wichita	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of [KSRN and title], students will be able to:

1. Demonstrate an understanding of the terminology and conventions of visual expression.
2. Critically interpret and analyze works of art in terms of form and content.
3. Demonstrate an understanding of art practices, meaning, values, and methods within historical and cultural contexts.
4. Participate in the discourse of current visual arts culture.

**Minutes/Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

- Art Appreciation is taught as a general education credit.
- Fritz Hemans indicated that WSU accepts Art Appreciation, but there is no transferability into an upper level course.
- Mike Fell, discipline based art appreciation course, requires students to write and use formal analysis and assessment
- Fritz Hemans, questioned the amount of research and writing that takes place in the course
- CLA assessment (pre-test and post-test) for students
- Washburn accepts, but suggests they change the language of “appreciation”

- Marsha Schrack addressed the title “Art Appreciation”
- Each institution has different ways of teaching the course, but the objects are the same with measurable objectives.
- Art Appreciation is a lecture course.
- How can we make Art Appreciation transferrable? Is this the end of the liberal arts degree?
- KU is dispensing with the concept of Gen Ed....The KU Core
- Pittsburg - “junking” gen ed concept
- Washburn - 2 art surveys, and art appreciation are all considered Gen Ed
- KU is moving in terms of “learning outcomes”.
- Fritz Hemans - students maintain a portfolio (visual and written)
- Marsha Schrack - How does a student transfer from community college to university?
- Hemans - “Let’s agree that this course transfers as a general education requirement.”
- Jeff Fell advocates for hands-on art activities
- Bill Forrest suggested that we change the title from Art Appreciation to Introduction to the Visual Arts

**Courses to be reviewed at the 2013 Annual Meeting:** Survey of Art History will be our next topic.

**Chair for the 2013 Annual Meeting:** David Cateforis, [dcat@ku.edu](mailto:dcat@ku.edu), will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Biology**

**Kansas Regents System Number (KRSN) Course and Title: BIO 1201 Anatomy & Physiology**

**Date Learning Outcomes Approved or Modified: 2006**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Don Barker, Coffeyville CC and Peter Chung, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Alysia Johnston, Coffeyville CC**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	BIO257/ BIO257L Human Anatomy and Physiology	5	Travis Robb, robb@allencc.edu	Y	
Barton County CC	LIFE 1408 Anatomy and Physiology	5	Oleg Ravitskiy, Ravitskiyo@Bartonccc.edu	Y	Y
Butler CC	BI240 Anatomy and Physiology	5	Bill Langley, blangley@butlercc.edu	Y	
Cloud County CC	Not Applicable		Cathy Castle, ccastle@cloud.edu	Y	
Coffeyville CC	BIOL 203 Anatomy and Physiology	5	Don Barker, donb@coffeyville.edu	Y	Y
Colby CC	BI278 Anatomy and Physiology with Lab		Sandy Hill, sandyhill@colbycc.edu	Y	
Cowley County CC	BIO4150 Human Anatomy and Physiology		Michelle Schoon, schoon@cowley.edu	Y	
Dodge City CC	Not Applicable		Scott Thompson, sthompson@dc3.edu	Y	Y
Flint Hills TC	BI202/ BI203 Anatomy and Physiology/ Lab		Brad Karr, <a href="mailto:bkarr@fhic.edu">bkarr@fhic.edu</a>	Y	
Fort Scott CC	BIO1255, Anatomy and Physiology		Kenny Hudiburg, kennyh@fortscott.edu	Y	
Garden City CC	Anatomy and Physiology		<a href="mailto:john.cheney@gcccks.edu">John Cheney - john.cheney@gcccks.edu</a>	N	
Highland CC	Not Applicable		Frank Kuhn, fkuhn@highlandcc.edu	Y	Y
Hutchinson CC	BI103 Human Anatomy and Physiology		Tricia Paramore, paramoret@hutchcc.edu	Y	Y
Independence CC	BIO2045 Anatomy and Physiology		Brian Foreman@indycc.edu	Y	Y
Johnson County CC	BIOL144 Human Anatomy and Physiology		Marilyn Shopper, mshopper@jccc.edu	Y	
Kansas City KCC	BIO143 Human Anatomy and Physiology		Elizabeth Kasucow, ekasucow@kckcc.edu	Y	Y
Labette CC	BIOL130 Anatomy and Physiology		Bharathi Sudarsanam, bharathis@labette.edu	Y	Y
Manhattan Area TC	BSC125 Anatomy and Physiology		Matt Schacht, matthewschacht@manhattantech.edu	Y	

Neosho County CC	BIOL257/ BIOL258 Human Anatomy and Physiology		Sarah Robb, sarah_robb@neosho.edu	Y	
North Central KTC	BIOL230 Anatomy and Physiology/ Lab		Debra Barnes, dbarnes@ncktc.edu	Y	Y
Northwest KTC	BIO290 Anatomy & Physiology			N	
Pratt CC	BIO278 Anatomy and Physiology		Kip Chambers, davec@prattcc.edu	Y	
Salina Area TC				N	
Seward County CC	BI2115 Anatomy & Physiology		Chris Guyer, chris.guyer@sccc.edu	Y	Y
Wichita Area TC	BIO150 Anatomy & Physiology		Shiva Kumar, skumar@watac.edu	Y	Y
Emporia St. U.	ZO362/ ZO363 Human Anatomy and Physiology/Lab		R. Brent Thomas rthomas2@emporia.edu	Y	
Fort Hays St. U.	Not Applicable		Elmer Finck, efinck@fhsu.edu	Y	
Kansas St. U.	Not Applicable		Kent Kirby, kentk@ksu.edu		
Pittsburg St. U.	BIOL257/ BIOL258 Anatomy and Physiology/ Lab		<a href="mailto:Neal.Schmidt@pittstate.edu">Neal Schmidt, nschmidt@pittstate.edu</a>	Y	Y
U. Of Kansas	Not Applicable		Greg Burg, gbur@ku.edu	Y	Y
Washburn U.	Not Applicable		John Mullican, john.mullican@washburn.edu	Y	
Wichita St. U.	BIOL 223 Human Anatomy and Physiology		Alvin Joe Shellhammer, joe.shellhammer@wichita.edu	Y	

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

### **Core Outcomes**

#### **4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of *BIO 1201 Anatomy & Physiology*, students will be able to:

Core Outcomes:

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

#### **Anatomy & Physiology**

##### **A. Body Plan & Organization**

Upon completion of this section the student will be able to demonstrate measurable understanding of descriptive anatomical and directional terminology including the following topics.

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

##### **B. Homeostasis**

Upon completion of this section the student will be able to demonstrate measurable understanding of the basic concept of homeostasis and how homeostatic mechanisms apply to body systems including the following topics.

- general types of homeostatic mechanisms
- examples of homeostatic mechanisms



- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

### C. Chemistry & Cell Biology Review

Upon completion of this section the student will be able to demonstrate measurable understanding of basic chemistry and cellular structures and function, including the following topics.

- atoms & molecules
- chemical bonding
- inorganic compounds/solutions (including the concept of pH)
- organic compounds
- energy transfer using ATP
- intracellular organization of nucleus and cytoplasm
- membrane structure & function
- mechanisms for movement of materials across cellular membranes
- organelles
- protein synthesis
- cellular respiration (introduction)
- somatic cell division (mitosis & cytokinesis)
- reproductive cell division
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states and disorders

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

### D. Histology

Upon completion of this section the student will be able to demonstrate measurable understanding of the basic tissues of the body, their location and functions, including the following topics.

- overview of histology & tissue types
- microscopic anatomy, location, & functional roles of epithelial, connective, muscular and nervous tissues
- membranes (mucous, serous, cutaneous & synovial)
- glands (exocrine & endocrine)
- tissue injury & repair

### E. Integumentary System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the integumentary system and describe the functions of the system, including the following topics.

- general functions of the skin & the subcutaneous layer
- gross & microscopic anatomy of the skin
- roles of the specific tissue layers of the skin & subcutaneous layer
- anatomy & functional roles of accessory structures
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

### F. Skeletal System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the skeletal

system and explain their functional roles in osteogenesis, repair, and body movement, including the following topics.

- general functions of bone & the skeletal system
- structural components – microscopic anatomy
- structural components – gross anatomy
- physiology of embryonic bone formation (ossification, osteogenesis)
- physiology of bone growth, repair & remodeling
- organization of the skeletal system
- gross anatomy of bones
- classification, structure & function of joints (articulations)
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### G. Muscular System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production, including the following topics.

- general functions of muscle tissue
- identification, general location, & comparative characteristics of skeletal, smooth, & cardiac muscle tissue
- detailed gross & microscopic anatomy of skeletal muscle
- physiology of skeletal muscle contraction
- skeletal muscle metabolism
- principles & types of whole muscle contraction
- nomenclature of skeletal muscles
- location & function of skeletal muscles
- group actions of skeletal muscles
- lever systems
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### H. Nervous System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration, including the following topics.

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

- reflexes & their roles in nervous system function
- physiology of sensory & motor pathways in the brain & spinal cord
- functions of the autonomic nervous system
- comparison of somatic & autonomic nervous systems
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### I. Special Senses

Upon completion of this section the student will be able to demonstrate measureable understanding of 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, including the following topics.

- gross & microscopic anatomy of the eye & ear
- roles of specific tissues of the eye in vision
- roles of specific tissues of the ear in hearing & equilibrium
- olfactory receptors & their role in smell
- gustatory receptors & their role in taste
- general gross & microscopic anatomy of hearing & accessory structures of the ear
- roles of specific tissues of the ear in hearing
- roles of the accessory structures
- role of the ear in equilibrium
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### J. Endocrine System

Upon completion of this section the student will be able to demonstrate measureable understanding of 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, including the following topics.

- general functions of the endocrine system
- chemical classification of hormones & mechanism of hormone actions at receptors
- control of hormone secretion
- control by the hypothalamus & pituitary gland
- identity, source, secretory control, & functional roles of the major hormones produced by the body
- local hormones (paracrines & autocrines) & growth factors
- hormonal response to stress
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

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

#### K. Cardiovascular System

Upon completion of this section the student will be able to demonstrate measureable understanding of the major gross and microscopic anatomical components of the

cardiovascular system and explain their functional roles in transport and hemodynamics, including the following topics.

Topics include:

- general functions of the cardiovascular system
- general functions of the cardiovascular system
- composition of blood plasma
- identity, microscopic anatomy, numbers, formation, & functional roles of the formed elements of the blood
- hemostasis, including coagulation of the blood
- ABO & Rh blood grouping
- gross & microscopic anatomy of the heart, including the conduction system
- physiology of cardiac muscle contraction
- blood flow through the heart
- conduction system of the heart & the electrocardiogram
- cardiac cycle
- regulation of cardiac output, stroke volume & heart rate
- anatomy & functional roles of the different types of blood vessels
- pattern of blood circulation throughout the body, including systemic, pulmonary, coronary, hepatic portal, & fetal circulations
- blood pressure & its functional interrelationships with cardiac output, peripheral resistance, & hemodynamics
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### L. Lymphatic System & Immunity

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the lymphatic system and explain their functional roles in fluid dynamics and immunity, including the following topics.

- general functions of the lymphatic system
- general functions of the lymphatic system
- lymph & lymphatic vessels
- lymphatic cells, tissues, & organs
- introduction to innate (nonspecific) defenses & adaptive (specific) defenses
- innate (nonspecific) defenses
- overview of adaptive (specific) defenses
- antigens & antigen processing
- lymphocytes & their role in adaptive immunity
- antibodies & their role in adaptive immunity
- applied immunology
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### M. Respiratory System

Upon completion of this section the student will be able to demonstrate measurable understanding of 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, including the following topics.

- general functions of the respiratory system

- gross & microscopic anatomy of the respiratory tract & related organs
- mechanisms of pulmonary ventilation
- pulmonary air volumes & capacities
- mechanisms of gas exchange in lungs & tissues
- mechanisms of gas transport in the blood
- control of pulmonary ventilation
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & Disorders

#### N. Digestive System

Upon completion of this section the student will be able to demonstrate measureable understanding of the major gross and microscopic anatomical components of the digestive system and explain their functional roles in digestion, absorption, excretion and elimination, including the following topics.

- general functions of the digestive system
- gross & microscopic anatomy of the alimentary canal
- gross & microscopic anatomy of the accessory glands & organs
- peritoneum & mesenteries
- motility in the alimentary canal
- mechanical & chemical processes of digestion
- processes of absorption
- hormonal & neural regulation of digestive processes
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### O. Metabolism

Upon completion of this section the student will be able to demonstrate measureable understanding of 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, including the following topics.

- nutrition
- introduction to metabolism
- cellular respiration & the catabolism & anabolism of carbohydrates, lipids, & proteins
- metabolic roles of body organs
- energy balance & thermoregulation
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### P. Urinary System

Upon completion of this section the student will be able to demonstrate measureable understanding of the major gross and microscopic anatomical components of the urinary system and explain their functional roles, including the following topics.

- general functions of the urinary system
- gross & microscopic anatomy of the urinary tract, including detailed histology of the nephron

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

#### Q. Fluid/Electrolyte & Acid/Base Balance

Upon completion of this section the student will be able to demonstrate measurable understanding of the physiology of the homeostatic mechanisms that control fluid/electrolyte and acid/base balance, including the following topics.

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

#### R. Reproductive Systems

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the reproductive system and explain their functional roles in reproduction and inheritance, including the following topics.

- general functions of the male & female reproductive systems
- gross & microscopic anatomy of the male & female reproductive systems
- gametogenesis
- specific roles of the female reproductive organs
- specific roles of the female reproductive organs
- regulation of reproductive functions
- conception, pregnancy, & embryological & fetal development
- parturition & labor
- mammary gland anatomy & physiology

#### **Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

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

**Outcomes approved by TAAC on 5/16/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Biology**

**Kansas Regents System Number (KRSN) Course and Title: BIO 2201 Microbiology**

**Date Learning Outcomes Approved or Modified: 2005**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Don Barker, Coffeyville CC and Peter Chung, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Alysia Johnston, Coffeyville CC**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	BIO271 Microbiology	5	Travis Robb, robb@allencc.edu	Y	
Barton County CC	LIFE 1412 Principles of Microbiology	5	Adrian Walker, walker@bartonccc.edu	Y	Y
Butler CC	BI250 Microbiology	5	Bill Langley, blangley@butlercc.edu	Y	
Cloud County CC	SC111/ SC112, Microbiology/Microbiology Lab	5	Cathy Castle, ccastle@cloud.edu	Y	
Coffeyville CC	BIO204 Microbiology	5	Don Barker, donb@coffeyville.edu	Y	Y
Colby CC	BI280 Principles of Microbiology with Lab	5	Heidi Bulfer, heidi.bulfer@colbycc.edu	Y	
Cowley County CC	BIO4160 Microbiology	5	Michelle Schoon, schoon@cowley.edu	Y	
Dodge City CC	BIOL210 Microbiology/Microbiology Lab	5	Scott Thompson, sthompson@dc3.edu	Y	Y
Flint Hills TC	Not Applicable		Brad Karr, bkarr@fhc.edu	Y	
Fort Scott CC	BIO1245 Microbiology	5	Tracy Springer, tracys@fortscott.edu	Y	
Garden City CC	BIO213 Microbiology	5	<a href="mailto:john.cheney@gcccks.edu">John Cheney – john.cheney@gcccks.edu</a>	N	
Highland CC	BS203 Microbiology	5	Frank Kuhn, fkuhn@highlandcc.edu	Y	Y
Hutchinson CC	BI112 Microbiology	5	Tricia Paramore, paramoret@hutchcc.edu	N	Y
Independence CC	BIO2055 Microbiology	5	Brian Foreman@indycc.edu	Y	Y
Johnson County CC	BIOL230/ BIOL231 Microbiology	5	Marilyn Shopper, mshopper@jccc.edu	Y	
Kansas City KCC	BIO261/ BIO262 Microbiology/ Microbiology Lab	5	Curtis Smith, cvsmith@kckcc.edu	Y	Y
Labette CC	BIOL201 Microbiology	5	Bharathi Sudarsanam, bharathis@labette.edu	Y	Y
Manhattan Area TC	BSC205 Microbiology	5	Matt Schacht, matthewschacht@manhattantech.edu	Y	
Neosho County CC	BIOL272 Microbiology	5	Sarah Robb, sarah_robbs@neosho.edu	Y	
North Central KTC	BIOL225 Microbiology with Lab	5	Debra Barnes, dbarnes@ncktc.edu	Y	Y
Northwest KTC	Not Applicable				

Pratt CC	BIO165 Microbiology	5	Kip Chambers, davec@prattcc.edu	Y	
Salina Area TC	Not Applicable				
Seward County CC	BI2705 Microbiology	5	Chris Guyer, chris.guyer@sccc.edu	Y	Y
Wichita Area TC	BIO160 Microbiology	5	Travis Krehbiel, tkrehbiel@watc.edu	Y	
Emporia St. U.	MC316/ MC317 Microbiology/ Microbiology Lab	5	R. Brent Thomas, rthomas2@emporia.edu		
Fort Hays St. U.	BIO240 Microbiology for Allied Health/ Lab	5	Elmer Finck, efinck@fhsu.edu		
Kansas St. U.	BIOL455 General Microbiology	5	Kent Kirby, kentk@ksu.edu		
Pittsburg St. U.	BIOL371/ BIOL372 General Microbiology/ Lab	5	Peter Chung, pchung@pittstate.edu		Y
U. Of Kansas	BIO200/ BIO203 Basic Microbiology/ Introductory Microbiology Laboratory	5	Greg Burg, gburg@ku.edu		Y
Washburn U.	BI206 Introduction to Microbiology	4	Alvin Joe Shellhammer, joe.shellhammer@wichita.edu		
Wichita St. U.	BIOL220 Introduction to Microbiology	4			

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

### **Core Outcomes**

#### **4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of *BIO 2201 Microbiology*, students will be able to:

Recommended Pre-requisites:

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

#### Core Outcomes

The Microbiology group decided to adopt the curriculum core learning outcomes from the American Society of Microbiology, with a few modifications on action verbs.

This is similar to the learning outcomes document already agreed upon in the 2005 core meetings.

#### Microbiology Lecture

##### Microbial Cell Biology

Upon completion of this section, the student will be able to demonstrate measurable understanding of microbial cell biology, including the following topics.

- Information flow within a cell
- Regulation of cellular activities
- Cellular structure and function
- Growth and division
- Cell energy metabolism

##### Microbial genetics

Upon completion of this section, the student will be able to demonstrate measurable understanding of microbial genetics, including the following topics.

- Inheritance of genetic information
- Cause, consequences and uses of mutations
- Exchange and acquisition of genetic information

##### Interactions and impact of microorganisms and humans

Upon completion of this section, the student will be able to demonstrate measurable understanding of the interactions and impact of microorganisms and humans, including the following topics.

- Host defense mechanisms
- Microbial pathogenicity mechanisms
- Disease transmission



- Antibiotics and chemotherapy
- Genetic engineering
- Biotechnology

#### Interactions and impact of microorganisms in the environment

Upon completion of this section, the student will be able to demonstrate measurable understanding of the interactions and impact of microorganisms in the environment, including the following topics.

- Adaption and natural selection
- Symbiosis
- Microbial recycling of resources
- Microbes transforming environment

#### Integrating Themes

Upon completion of this section, the student will be able to demonstrate measurable understanding of integrating themes such as microbial evolution and microbial diversity.

#### Microbiology Laboratory Skills

Student will demonstrate in a supervised classroom laboratory, the ability to:

1. Use a bright field light microscope to view and interpret slides, including a. Correctly setting up and focusing the image b. Proper handling, cleaning, and storage of the microscope c. Correct use of all lenses d. Recording microscopic observations
2. Properly prepare slides for microbiological examination, including a. Cleaning and disposing of slides b. Preparing smears from solid and liquid cultures c. Performing wet mount and/or hanging drop preparations d. Performing Gram stains
3. Properly use aseptic techniques for the transfer and handling of microorganisms and instruments, including a. Sterilizing and maintaining sterility of transfer instruments b. Performing aseptic transfer c. Obtaining microbial samples
4. Use appropriate microbiological media and test systems, including a. Isolating colonies and/or plaques b. Maintaining pure cultures c. Using biochemical test media d. Accurately recording macroscopic observations
5. Estimate the number of microbes in a sample using serial dilution techniques, including a. Correctly choosing and using pipettes and pipetting devices b. Correctly spreading diluted samples for counting c. Estimating appropriate dilutions d. Extrapolating plate counts to obtain the correct CFU or PFU in the starting sample
6. Use standard microbiology laboratory equipment correctly, including a. Using the standard metric system for weights, lengths, diameters, and volumes b. Lighting and adjusting a laboratory burner c. Using and incubator

#### **Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

The Microbiology group decided to adopt the recommended core curriculum guidelines for Microbiology listed on the American Society of Microbiology website. These outcomes may be revised as ASM updates their recommended core curriculum guidelines.

**Outcomes will be reviewed at the 2013 Annual Kansas Core Outcomes Group Meeting**

## 2012 Biology Core Outcomes Meeting Minutes

Date: October 19, 2012

Facilitator: Don Barker- Coffeyville Community College presiding

### Quick summary

Anatomy& Physiology Report from Ms. Michelle Schoon, Cowley County Community College.

The Anatomy and Physiology group decided to adopt the course components from the Human Anatomy and Physiology Society, with a few modifications on action verbs. This is basically the same document that was already agreed upon in the 2006 core meetings. Once the revisions are made, it will be sent to all attendees for discussion and revision, then voted on by the schools.

Microbiology Report from Dr. Peter Chung, Pittsburg State University The Microbiology group decided to adopt the curriculum core learning outcomes from the American Society of Microbiology, with a few modifications on action verbs. This is similar to the learning outcomes document already agreed upon in the 2005 core meetings. Once revisions are made, it will be sent to all attendees for discussion and revision, then voted on by the schools.

General Biology for non-majors Report

It was voted by the members present to re-visit the core outcomes for non- majors Biology in the Fall of 2013.

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Chemistry**

**Kansas Regents System Number (KRSN) Course and Title: CHM 1101/01, Chemistry I and Lab**

**Date Learning Outcomes Approved or Modified: 19 October 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Stephen Donnelly**

**KBOR Transfer and Articulation Council Representative: Sara Rosen**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	CHE 125 College Chemistry I	5	Todd Francis, francis@allencc.edu	Y	Y
Barton County CC	CHEM 1806 College Chemistry I	5	Guy Causey, Causeyj@Bartonccc.edu"	Y	Y
Butler CC	CH110 College Chemistry I	5	Robert Carlson, rcarlson@butlercc.edu	Y	Y
Cloud County CC	SC131 Chemistry I	5	Cindy Lamberty, clamberty@cloud.edu	Y	Y
Coffeyville CC	CHEM 103 Principles of Chem I	5	Amy Lumley, amyl@coffeyville.edu	Y	Y
Colby CC	CH 177 Chemistry I with lab	5	Jeff Stephens, jeff.stephens@colbycc.edu	Y	Y
Cowley County CC	CHM 4220 College Chemistry I	5	Chad Killbalne, killblanec@cowley.edu	Y	Y
Dodge City CC	CHEM 111 College Chemistry I CHEM 211 College Chemistry I	5 H	Barb Spohr, bspohr@dc3.edu	Y	Y
Flint Hills TC		5			
Fort Scott CC	CHE 105 General Chemistry I	5	Robert Doyle, robertd@fortscott.edu	Y	Y
Garden City CC			John Cheney – john.cheney@gcccks.edu	N	
Highland CC	PS 111 Chemistry I	5	Ashleigh Steckly, asteckly@highlandcc.edu	Y	Y
Hutchinson CC	CH105 Chemistry I (CH 105L) CH110H Honors Princ. of Chem	5 5	Erin Beavers beaverse@hutchcc.edu	Y	Y
Independence CC	PHS 1025 College Chemistry I	5	Blain Mamiya, bmamiya@indycc.edu	Y	Y
Johnson County CC	CHEM 124 General Chemistry I CHEM 125 Gen Chem I Lab	5	Lori Slvin, Islavin1@jccc.edu	Y	Y
Kansas City KCC	CHEM 111 College Chemistry I	5	Ron Burhram, rbudhram@kckcc.edu	Y	Y
Labelle CC	CHEM 124 College Chemistry I	5	Doug Ecoff, douge@labelle.edu	Y	Y
Manhattan Area TC					
Neosho County CC					
North Central KTC					
Northwest KTC					
Pratt CC	CHEM 186 General Chemistry 1	5	Carol Bonham, carolb@prattcc.edu	Y	Y
Salina Area TC					
Seward County CC			Greg Gardner, greg.gardner@sccc.edu	N	
Wichita Area TC			Shiva Kumar, skumar@wac.edu	N	

Emporia St. U.	CHEM 123/124 Chem 1 & Lab	5	Eric Trump, <a href="mailto:etrump@emporia.edu">etrump@emporia.edu</a>	Y	Y
Fort Hays St. U.	CHEM 120 University Chem 1 CHEM 120L U. Chem 1 Lab	5	Stephen Donnelly, <a href="mailto:sdonnell@fhsu.edu">sdonnell@fhsu.edu</a>	Y	Y
Kansas St. U.	CHEM 210	4	Chris Culbertson, <a href="mailto:culbert@ksu.edu">culbert@ksu.edu</a>	Y	Y
Pittsburg St. U.	CHEM 215/216	5	Khamis Siam, <a href="mailto:ksiam@pittstate.edu">ksiam@pittstate.edu</a>	Y	Y
U. Of Kansas	CHEM 184	5	Robert Carlson, <a href="mailto:rcarlson@ku.edu">rcarlson@ku.edu</a>	Y	Y
Washburn U.					
Wichita St. U.	CHEM 211 General Chem I	5	David Eichhorn, <a href="mailto:david.eichhorn@wichita.edu">david.eichhorn@wichita.edu</a>	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

Kim Karr, [kkarr@butlercc.edu](mailto:kkarr@butlercc.edu)

Earline Dikeman, [edikeman@ksu.edu](mailto:edikeman@ksu.edu)

Roderick Black, [rsblack@ku.edu](mailto:rsblack@ku.edu)

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of [KSRN and title], students will be able to:

See Attached Document

**Minutes/Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

The attached document describes the core outcomes for the first semester of the introductory chemistry course (Chemistry I) that is intended for chemistry majors and is typically required of most other physical science majors and of students in pre-professional programs (such as pre-medicine). The course includes both a lecture and lab, which typically require 3 to 4 contact hours for the lecture and 2 to 4 contact hours for lab across the KBOR institutions. All but KSU assign 5 credit hours to the lecture/lab combination - KSU has an optional 1 hour lab recitation that students may take.

The document was generated some years ago (during the first COG meeting in the spring of 2000 - see note from that meeting attached below) and has been discussed and approved over the last few COG meetings. Although the approved document does not conform to the standard format that was suggested during the general portion of the meeting, there was general agreement that the document details outcomes that should be covered in Chemistry I, and that would be useful to any instructor in designing/updating a curriculum for the course.

There are some minor differences between institutions on the exact content covered in Chemistry 1; however, this course is part of a two semester sequence at all the institutions and these differences are ironed out in the second semester course: Chemistry II. In fact, the chemistry group has a (nearly) finished core outcomes

document for Chemistry II and it was agreed that it will be the focus of the next COG meeting.

In addition to the Chemistry 2 course, it was agreed that the group will begin work on a lower level introductory chemistry sequence that covers general, organic, and biochemistry (GOB). This course is not intended for chemistry majors but is service course targeted at specific groups (which varies from one institution to the next). For example, at FHSU the course is primarily taken by students seeking agricultural degrees but it is also used the fill part of the physical science requirement of the general education curriculum. There is also seems to be a significant practical variation between institutions: whether the material is covered in one or two semesters, and the number of credit hours assigned to both the lecture and the lab.

There are two items regarding the Chemistry I course that still need to be resolved - and both of these go beyond the core outcomes discussion. First is the question of virtual labs. There was general agreement that virtual labs do not adequately prepare a student for further study in chemistry (or the other physical sciences for that matter), and professional schools often will not accept virtual lab experience in lieu of actual hands on lab experience. In addition, schools that offer degrees accredited by the American Chemical Society cannot offer/accept virtual lab experiences for that degree. This may or may not be a serious problem as it is not known for certainty which institutions offer virtual labs and if course listings in some way designate a lab as virtual. This issue may need to be addressed if significant problems arise with transfers of this kind.

Second, there is also a potential issue with transferring lecture credit only or lab credit only. Some of the institutions consider the lecture and lab as a single course while others consider them as separate courses. Thus a student may pass just the lecture portion of the course at School A and wish to transfer that credit to a school that views the lecture and lab combined. Again, this may need to be addressed if significant problems arise.

Finally, Christopher T. Culbertson, Assistant Professor of Chemistry at KSU, agreed to act as Chair of the next Chemistry COG meeting. The next courses for the group will be Chemistry II and the GOB sequence as noted above.

Stephen Donnelly  
Chemistry COG Chair  
Chemistry Department, FHSU

5 November 2012

The following is part of the report from the first Chemistry COG meeting in 2000. It is included for continuities sake.

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## INTRODUCTION

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Representatives of Chemistry Departments from all public Kansas Higher Educational institutes met in spring 2000 at Emporia State University to begin discussions about constructing core competencies for freshman and sophomore level

chemistry courses. Fifteen community colleges and four universities were represented at the first meeting.

At the first meeting, the Chemistry Core Competency Group examined the various chemistry courses offered at all of the institutions represented. The group decided that Chemistry I and Chemistry II, the fundamental first course offered in the chemistry curricula series across the state for all potential science majors, would be the first course for which competencies would be developed.

To date, the Chemistry Core Competency Group has completed a set of core competencies for Chemistry I, Chemistry II, including competencies for the laboratory portions of the courses. A set of competencies for the General, Organic, Biochemistry (GOB) course are in process. The group is also working on common course names, to further assist students in transferability of courses.

The group continues to meet at least once a year, usually in September, and all public higher education institutions in the State have and continue to be represented in this process. Much of the groups' work is now done electronically. Information is also presented at the annual Kansas College Chemistry Conference, held at various higher education institutions within the State. All higher education institutions in the state, including private colleges, are usually present. The Coordinator of the Chemistry Core group usually makes a presentation at this meeting to keep everyone informed of the progress of the group. The 2003 meeting will be at Wichita State University in March.

David Klein, Ed Kremer, and Kaye Walter have served as co-facilitators of the group.

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## CHEMISTRY I (SEMESTER I)

### COURSE OUTCOMES AND COMPETENCIES

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#### LECTURE PORTION OF CHEMISTRY

Content of the course will prepare students to:

- I. Explain the processes involved in the scientific method, and be able to apply it to investigate natural phenomena and solve problems.
- II. Explain the design and significance of experiments that led to the adoption of modern atomic theory.
- III. Recognize and interpret isotopic notation; understanding the relationship between average atomic masses and isotopic masses (example: calculating the average mass of an element given isotopic masses and natural abundance).
- IV. Relate atomic mass to composition in terms of subatomic particles.
- V. Descriptive chemistry of ionic and covalent compounds.
  - a. Learn the names and symbols (or formulas) for often-used elements, simple and polyatomic ions, Arrhenius acids and bases, and simple ionic and covalent compounds.
  - b. Describe and identify Arrhenius, Bronsted-Lowery, and Lewis acids and bases.
  - c. Identify conjugate acids and bases.

- d. Determine the valence electron configuration of the s and p block elements and the 3d metals.
  - e. Determine oxidation states and assign oxidation numbers of atoms in simple ions, and the central atoms of polyatomic ions and covalent compounds.
  - f. Use the valence electron configuration to predict common oxidation numbers of group 1, 2, 13, 16, and 17 elements.
  - g. Define periodic trends in electronegativity, ionization energy and electron affinity, and relate them to the electron configuration of the element.
- VI. Solutions.
- a. Describe general properties of solutions.
  - b. Understand the forces that affect the aqueous solubility of materials.
  - c. Calculate the molar concentration of a solute.
  - d. Describe procedures for preparing a solution of known molarity.
- VII. Chemical reactions and stoichiometry.
- a. Classify chemical reactions and predict whether simple chemical reactions will proceed.
  - b. Employ stoichiometric reasoning in evaluating reactions of gases, liquids and solids.
  - c. Perform calculations that employ relationships involving masses, formula units, and the mole relationships.
  - d. Determine empirical and molecular formula from appropriate data.
  - e. Demonstrate the ability to balance chemical equations.
  - f. Discuss solubility rules
  - g. Write net ionic equations based on solubility rules.
  - h. Balance simple acid base reactions
  - i. Define oxidation and reduction.
  - j. Balance simple redox reactions and determine the identity of the oxidizing and reduction agents.
  - k. Determine limiting reagents from stoichiometric data; calculate the maximum product yield, and leftover reagent.
  - l. Calculate theoretical yield from stoichiometric data.
- VIII. Properties of solids, liquids, and gases
- a. Describe the origins and relative magnitudes of intermolecular forces.
  - b. Relate phase behavior to nature of intermolecular forces.
  - c. Compare general properties of solids, liquids and gases; including density, compressibility, heat capacity, and randomness intermolecular forces.
  - d. Describe phase transitions and phase diagrams (e.g. triple point and critical point).
  - e. Understand general properties of gases.
    - 1. Describe properties and temperatures of gasses to kinetic molecular theory.
    - 2. Understand and employ ideal gas laws.
  - f. Understand general properties of liquids.
  - g. Understand general properties of solids.
    - 1. Compare and contrast properties of ionic, molecular and metallic solids.
- IX. Describe, define, and perform calculations involving the following basic concepts of thermodynamics:
- a. Heat capacity.
  - b. Calorimetry.
  - c. Heat/Work/Energy.
  - d. Enthalpy/Standard states.
  - e. Hess's Law.
  - f. Heat of formation.

- g. Phase changes/Energy.
  - h. Use of other thermodynamic cycles in the determination of thermodynamic quantities, such as the lattice energy of an ionic solid.
- X. Conceptually and quantitatively relate spectroscopic observation of atoms to quantum mechanical theories.
- a. Describe the historical development of and distinction between classical and wave mechanics.
  - b. Describe the radial and angular dependence of solutions to the Schrodinger equation for hydrogen-like atoms (s, p, d orbitals).
  - c. Describe the behavior of photons and electrons during electronic transitions between principle quantum levels and calculate the wavelength and frequency of light involved in these transitions.
  - d. Using the Aufbau principle, write the electron configuration of many electron atoms and monatomic ions.
  - e. Relate quantum mechanical theory to the organization of the periodic table and the periodic properties of elements.
- XI. Molecular Bonding and Structure.
- a. Describe the characteristics of ionic and covalent bonding.
  - b. Draw Lewis dot structures for atoms, simple ionic and molecular compounds.
  - c. Predict the shape of simple molecules and ions using VSEPR theory.
  - d. Explain how electronegativity differences relate to bond polarity.
  - e. Identify polar and non-polar molecules.
  - f. Understand valence bond descriptions of molecular structure and bonding.
  - g. Understand hybridization, including  $sp^3$ ,  $sp^2$  and  $sp$  hybridization.
  - h. Predict hybridization from VSEPR structures.
  - i. Determine bond orders and relate them to relative bond strength.
  - j. Describe the MO theory description of bonding and antibonding orbitals.
  - k. Relate MO theory to concepts such as the structural, energetic, spectroscopic, and magnetic properties of molecules.

## LABORATORY PORTION OF THE CHEMISTRY I COURSE

Upon successful completion of this course the student will be able to:

- I. Work in the laboratory in accordance with good laboratory practices
  - a. Dress in an appropriate manner as to promote safety in the laboratory, wearing appropriate laboratory attire and goggles when anyone is working with chemicals in the laboratory.
  - b. Follow written directions accurately.
  - c. Work safely and effectively, using equipment and chemical carefully and correctly.
  - d. Demonstrate use of required techniques.
  - e. Dispose of waste products in a proper manner.
  - f. Know how to find and understand MSDS's for the chemicals used in a particular laboratory.
- II. Gather and record qualitative and quantitative data accurately
  - a. Acquire data using balances and volumetric glassware.
  - b. Make and record visual observations.
  - c. Use computers, when appropriate, as data acquisition tools.
  - d. List or describe experimental assumptions made and any deviations from the written experimental procedures.



- III. Handle and evaluate data in logical, productive, and meaningful ways
- a. Create notebooks and laboratory reports that are clear, understandable, and accurately represent the data collected.
  - b. Display computer data in a spreadsheet or graphically, as appropriate.
  - c. Correlate observations with chemical or physical processes.
  - d. Carry out suitable calculations with quantitative data, recognizing when data and calculations are within a reasonable range.
  - e. Use observations of experimental data to present relevant conclusions pertaining to the experimental procedure.
- IV. Correlate laboratory work with principle topics in Chemistry I lecture.

**Courses to be reviewed at the 2013 Annual Meeting:** The next courses for the group will be Chemistry II. In addition to the Chemistry 2 course, it was agreed that the group will begin work on a lower level introductory chemistry sequence that covers general, organic, and biochemistry (GOB).

**Chair for the 2013 Annual Meeting:** Christopher T. Culbertson, Assistant Professor of Chemistry at KSU, agreed to act as Chair of the next Chemistry COG meeting.

**Outcomes approved by TAAC on 12/20/12**

## Kansas Core Outcomes Group Annual Meeting Report

October 19, 2012

**Discipline: Communication/Speech**

**Kansas Regents System Number (KRSN) Course and Title: Public Speaking**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Marg Yaroslaski, Dodge City CC**

**KBOR Transfer and Articulation Council Representative: Bruce MacTavish, Washburn**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Institution	Course Number and Title	Cr. Hrs.	Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	Com 101 Public Speaking	3	Terri Piazza, <a href="mailto:tpiazza@allencc.edu">tpiazza@allencc.edu</a>	Y	Y
Barton County CC	COMM 1230 Public Speaking	3	Peter Solie, <a href="mailto:Soliep@Bartonccc.edu">Soliep@Bartonccc.edu</a>	Y	Y
Butler CC	SP 100 Public Speaking	3	Greg May, <a href="mailto:gmay@butlercc.edu">gmay@butlercc.edu</a>	Y	Y
Cloud County CC	CM 115 Public Speaking	3	Jamie Durler, <a href="mailto:jdurler@cloud.edu">jdurler@cloud.edu</a>	Y	Y
Coffeyville CC	SPCH 111 Pubic Speaking	3	Salina Meek, <a href="mailto:salinam@coffeyville.edu">salinam@coffeyville.edu</a>	Y	Y
Colby CC	SP 176 Fundamentals of Oral Communication	3	Todd Voss, <a href="mailto:todd.voss@colbycc.edu">todd.voss@colbycc.edu</a>	Y	Y
Cowley County CC	COM 2711	3	Adam Borth, <a href="mailto:bortha@cowley.edu">bortha@cowley.edu</a>	Y	Y
Dodge City CC	SP 106 Public Speaking	3	Marg Yaroslaski, <a href="mailto:myaroslaski@dc3.edu">myaroslaski@dc3.edu</a>	Y	Y
Flint Hills TC	SP 100 Public Speaking	3	Rachel LeClear, <a href="mailto:rleclear@fhctc.edu">rleclear@fhctc.edu</a>	Y	Y
Fort Scott CC	SPE 1093 Public Speaking	3	Sarah Owen, <a href="mailto:saraho@fortscott.edu">saraho@fortscott.edu</a>	Y	Y
Garden City CC			None	N	
Highland CC	SP 106 Public Speaking	3	Theresa Grossman, <a href="mailto:tgrossman@highlandcc.edu">tgrossman@highlandcc.edu</a>	Y	Y
Hutchinson CC	SH 101 Public Speaking	3	Rachel Santine, <a href="mailto:Santiner@hutchcc.edu">Santiner@hutchcc.edu</a>	Y	Y
Independence CC	03 COM 1203 Public Speaking	3	Marsha Hayes, <a href="mailto:mhayes@indycc.edu">mhayes@indycc.edu</a>	Y	Y
Johnson County CC	SPP 121 Public Speaking	3	Terry Helmick@jccc.edu		
Kansas City KCC	SP 151 Public Speaking	3	Don Black, <a href="mailto:donblack@kckcc.edu">donblack@kckcc.edu</a>	Y	Y
Labelle CC	COMM 101 Fundamentals of Speech	3	Tonya Bell, <a href="mailto:tonyab@labelle.edu">tonyab@labelle.edu</a>	Y	Y
Manhattan Area TC	COM 115 Public Speaking	3	Marilyn Mahan <a href="mailto:marilynmahan@manhattantech.edu">marilynmahan@manhattantech.edu</a>	Y	Y
Neosho County CC	COMM 207 Fundamentals	3	Mary Weilert, <a href="mailto:mweilert@neosho.edu">mweilert@neosho.edu</a>	y	Y

	of Speech				
North Central KTC	Com 105 Oral Communications	3	Brenda Leiker, bkleiker@ncktc.edu	Y	Y
Northwest KTC	ENGL 120 Public Speaking	3	Valerie Williams@nwktc.edu	Y	Y
Pratt CC	COM 131 Speech Communication	3	Heather Wilson, heatherw@prattcc.edu	Y	Y
Salina Area TC				N	
Seward County CC	SP 1203 Public Speaking	3	Dale Doll, dale.doll@sccc.edu	Y	Y
Wichita Area TC	SPH 101 Public Speaking	3	Pam Doyle, pdoyle@wac.edu	Y	Y
Emporia St. U.	SP 101 Public Speaking	3	Stephen Catt, scatt@emporia.edu	Y	Y
Fort Hays St. U.	Comm 100 Fundamentals of Oral Communication.		Marcella Marez, mmarez@fhsu.edu	Y	Y
Kansas St. U.	COM 105 Public Speaking	2	Craig Brown, craigb@ksu.edu	Y	Y
	COM 106 Public Speaking	3			
	COM 109 Public Speaking Honors	3			
Pittsburg St. U.	COMM 207 Public Speaking	3	Shirley Drew, sdrew@pittstate.edu	Y	Y
	COMM 207 Public Speaking Honors				
U. Of Kansas	COMS 130 Public Speaking	3	Tracy Russo, trusso@ku.edu	Y	Y
	COMS 131 Public Speaking Honors	3			
	Coms 150 -	3			
Washburn U.	CN 150 Public Speaking	3	Sarah Ubel, sarah.ubel@washburn.edu	Y	Y
Wichita St. U.	COMM 111 Honors Public Speaking	3	Rick Armstrong, rick.armstrong@wichita.edu	Y	Y
	COMM 111 Public Speaking	3			

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Alexis Hopkins, ahopkins@butlercc.edu**

**Minutes/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).

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

## 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.

**I. The Competent Speaker must complete a minimum of four speeches that include a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience.**

A. Faculty are asked to consider, when evaluating student speakers, that an audience should include five appropriate persons.

**II. The COMPETENT SPEAKER must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.**

A. Faculty are asked to consider, when evaluating student speakers, that the competent speaker should be able to demonstrate skills included below.

**1. Determine the Purpose of Oral Discourse**

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

**2. Choose a Topic and Restrict It According to the Purpose and the Audience**

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

**3. Fulfill the Purpose of Oral Discourse**

- a. Formulate a thesis statement.
  1. Use a thesis as a planning tool.
  2. Summarize the central message in a manner consistent with the purpose.
- b. Provide adequate support material.
  1. Demonstrate awareness of available types of support.
  2. Locate appropriate support materials.
  3. Select appropriate support based on the topic, audience, setting, and purpose.
- c. Select a suitable organizational pattern.
  1. Demonstrate awareness of alternative organizational patterns.
  2. Demonstrate understanding of the functions of organizational pattern, including the following:
    - i. Clarification of information.
    - ii. Facilitation of listener comprehension.
    - iii. Change of attitude.
    - iv. Relational interaction.
    - v. Selection of organizational patterns that are appropriate to the topic, audience, context, and purpose.

- d. Demonstrate careful choice of words.
  - 1. Demonstrate understanding of the power of language.
  - 2. Select words that are appropriate to the topic, audience, purpose, context, and speaker.
  - 3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.
  - 4. Select words that avoid sexism, racism, and other forms of prejudice.
- e. Provide effective transitions.
  - 1. Demonstrate understanding of the types and functions of transitions.
  - 2. Use transitions to accomplish the following:
    - i. Establish connectedness.
    - ii. Signal movement from one idea to another.
    - iii. Clarify relationships among ideas.

**III. The COMPETENT SPEAKER must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.**

A. Faculty are asked to remember, when evaluating student speakers, that the competent speaker should be able to demonstrate abilities included below.

- 1. Employ Vocal Variety in Rate, Pitch, and Intensity**
  - a. Use vocal variety to heighten and maintain interest.
  - b. Use a rate that is suitable to the message, occasion, and receiver.
  - c. Use pitch (within the speaker's optimum range) to clarify and to emphasize.
  - d. Use intensity appropriate for the message and audible to the audience.
- 2. Articulate Clearly**
  - a. Demonstrate knowledge of the sounds of the American English language.
  - b. Use the sounds of the American English language.
- 3. Employ Language Appropriate to the Designated Audience**
  - a. Employ language that enhances the speaker's credibility, promotes the purpose, and the
    - b. receiver's understanding.
  - c. 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.
  - d. Use standard pronunciation.
  - e. Use standard grammar.
  - f. Use language at the appropriate level of abstraction or generality.
  - g. Use a conversational mode through self-presentation and response to feedback.
- 4. Demonstrate Nonverbal Behavior that Supports the Verbal Message**
  - a. Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent.
  - b. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve
    - c. congruence and enhance the verbal intent.

- d. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.
- e. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent.
- f. Select and use an appropriate presentational aid to enhance audience understanding and increase impact of spoken message.

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

**IV. The Competent Listener must be able to demonstrate literal comprehension.**

A. Faculty evaluating student listening are asked to consider that the competent listener should be able to exhibit the abilities included below.

**1. Recognize Main Ideas**

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

**2. Identify Supporting Details**

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

**3. Recognize Explicit Relationships among Ideas**

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

**4. Recall Basic Ideas and Details**

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

**V. The Competent Listener must be able to demonstrate critical comprehension.**

A. Faculty evaluating student listeners are asked to consider that the competent listener should be able to exhibit abilities included below.

**1. Attend with an Open Mind**

- a. Demonstrate an awareness of personal, ideological, and emotional biases.
- b. Demonstrate awareness that each person has a unique perspective.
- c. Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
- d. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when

- e. variables such as setting, speaker, or topic may not be conducive to listening.
- 2. Perceive the Speaker's Purpose and Organization of Ideas and Information**
  - a. Identify the speaker's purpose.
  - b. Identify the organization of the speaker's ideas and information.
- 3. Discriminate Between Statements of Fact and Statements of Opinion**
  - a. Distinguish between assertions that are verifiable and those that are not.
- 4. Distinguish Between Emotional and Logical Arguments**
  - a. Demonstrate an understanding that arguments have both emotional and logical dimensions.
  - b. Identify the logical characteristics of an argument.
  - c. Identify the emotional characteristics of an argument.
  - d. Whether the argument is predominantly emotional or logical.
- 5. Detect Bias and Prejudice**
  - a. Identify instances of bias and prejudice in a spoken message.
  - b. Specify how bias and prejudice may affect the impact of a spoken message.
- 6. Recognize the Speaker's Attitude**
  - a. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
  - b. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.
- 7. Synthesize and Evaluate by Drawing Logical Inferences and Conclusions**
  - a. Draw relationships between prior knowledge and the information provided by the speaker.
  - b. Demonstrate an understanding of the nature of inference.
  - c. Identify the types of verbal and nonverbal information.
  - d. Draw valid inferences from the information.
  - e. Identify the information as evidence to support views.
  - f. Assess the acceptability of evidence.
  - g. Identify patterns of reasoning and judge the validity of arguments
  - h. Analyze the information and inferences in order to draw conclusions.
- 8. Recall the Implications and Arguments**
  - a. Identify the arguments used to justify the speaker's position.
  - b. State both the overt and implied arguments.
  - c. Specify the implications of these arguments for the speaker, audience, and society at large.
- 9. Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages**
  - a. Identify when the nonverbal signals contradict the verbal message.
  - b. Identify when the nonverbal signals understate or exaggerate the verbal message.
  - c. Identify when the nonverbal message is irrelevant to the verbal message.
- 10. Employ Active Listening Techniques When Appropriate**
  - a. Identify the cognitive and affective dimensions of a message.
  - b. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
  - c. Demonstrate comprehension by paraphrasing the speaker's message.

## Meeting minutes:

12:00 – Meeting brought to order

- Introductions of attendees made

### New Business

#### Agenda Item 1: KBOR Report

#### Agenda Item 2: Changes to Outcomes for Public Speaking

It was determined that the group would work through discussion and consensus, but that as the work was completed minor motions would be handled through a vote of raising hands. The MAJOR MOTION requiring a super majority would be used for a vote determining final outcomes to be forwarded to KBOR. The notes below therefore delineate between minor and major motions.

Minor motion: Adopt the entire document which includes five Learning Outcomes.

VOTE: 21 - 7 in favor of adopting the entire document.

Minor motion: The following motion was made:

The “Should Statements” will be reorganized stylistically to indicate that they serve as suggested outcomes regarding each of the five Learning Outcomes.

- Gives assistance to faculty to help understand the Learning Outcomes
- NCA origins of the competencies gives credence to the outcomes
- Concerned that differentiations between “must” and “should” will allow flexibility in assessing the entire list of outcomes. Should statements are not mandated assessment points. Must statements are the core outcomes that all will follow.

VOTE: 24 - 3 in favor.

Minor motion: Outcome IV. be amended to read:

The Competent Listener must be able to demonstrate literal comprehension.

VOTE: 27 - 0 in favor.

Minor motion: Outcome V. be amended to read:

The Competent Listener must be able to demonstrate critical comprehension.

VOTE: 27 - 0 in favor.

Minor motion: Outcome I. be amended to read:

A Competent Speaker must complete a minimum of four speeches that includes a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience. An audience should include five appropriate persons.

VOTE: 29 – 0 in favor.

MAJOR MOTION: The following five Learning Outcomes will be approved for Public Speaking:

- III. A Competent Speaker must complete a minimum of four speeches that includes a written assignment, peer review and requires increasingly rigorous research and must be delivered in front of a live synchronous audience.
- IV. The Competent Speaker must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.
- V. The Competent Speaker must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience.
- VI. The Competent Listener must be able to demonstrate literal comprehension.
- VII. The Competent Listener must be able to demonstrate critical comprehension.

VOTE: 4-Year Institutions – 7 – 0 in favor

2-Year Institutions – 23 – 0 in favor



- There was discussion regarding the following about the changes in general:
  - Assessment challenges related to how the competencies are measured
  - Purpose of the opening paragraph was discussed. The first two sentences came from NCA and the last sentence was created to give faculty expectations to supplement the expectations.
    - Questions occurred regarding how to utilize these outcomes in a syllabus for faculty, teaching assistants, adjuncts, etc.
    - Utilization of how to hand the learning outcomes to faculty and what purpose they will serve.
  - Should we change “should” to “must?” (EX: I. Specifically, the competent speaker **should** exhibit the following competencies by demonstrating the abilities included under each statement.”)
    - The Learning Outcome is the Roman Numeral and the supporting points are possible competencies to indicate that the learning outcomes are achieved. Each Roman Numeral outcome includes a **must** and each supporting points are considered to be optional or “should”
    - Every syllabus should include the Learning Outcomes in the course syllabus.
    - Questions arose regarding the type of composition:
      - Use of the term “speaker” indicates that the speaker would imply an oral message.
- Rationale for change to the four Public Speaking presented.
  - It was affirmed that for a speech course to be credible, that they have a minimum of four speeches that include research, a written assignment and peer review. Specific language was added to this effect to the preamble about speaking competencies at the beginning of the document.
    - There was discussing regarding the following:
      - There was no one who advocated against requiring four speeches.
      - Concerns regarding how a hybrid Communication course would be able to fulfill this requirement.
        - It was determined at a point in the past that the universally transferred course was Public Speaking.
    - There was discussion related the number or type of speeches (informative and persuasive) would be required.

### Agenda Item 3: Interpersonal Communication

- Discussion occurred regarding the transferability of Interpersonal Communication to 4-year institutions.
  - Transfer from 4-year to 2-year and vice versa.
  - Which 4-year college require a Communication course and what course that was
  - Which 2-year colleges require a Communication course and what course that was
  - A.A.S. Degree – requirement of oral communication? – most schools require Oral Communication
  - Clarification was sought how the Interpersonal Communication class would transfer – as elective credit or major credit

Motion: The IPC Core Outcomes will be the next task of this body.

VOTE: 24 in favor

- Preference for the small group committee to participate in the creation of proposed Learning Outcomes for Interpersonal Communication. The committee will draft outcomes to be voted on via email to allow the report to be submitted by March 1, 2013. This group will consist of the following members:
  - Representative, Flint Hills Technical College
  - Ms. Becky Nordyke, Wichita State University
  - Rachel Santine, Hutchinson County Community College
  - Sarah Owen, Fort Scott Community College
  - Tonya Bell, Labette Community College
- Discussion of the creation of state organization Kansas Speech College Instructors

**Agenda Item 4: Selection of Chair**

- Marg Yaroslaski, Associate Professor of Speech DCCC, was elected to Chair for 2013-2014 by acclamation.

Submitted by, Sarah Ubel, Associate Professor, Washburn University

**Courses to be reviewed at the 2013 Annual Meeting:** Interpersonal Communication

**Chair for the 2013 Annual Meeting:** Marg Yaroslaski, DCCC, will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Computer Science**

**Kansas Regents System Number (KRSN) Course and Title: CSC 1101 Introduction to Computers & Applications**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Gladys Swindler, Fort Hays State University**

**KBOR Transfer and Articulation Council Representative: Gary Alexander, Kansas Board of Regents**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr Hr</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	CIS100 Introduction to Computers	3	Sharon Lawless, slawless@allencc.edu	Y	Y
Barton County CC	BSTC1036 Computer Concepts and Applications	3	Deanna Stevens, StevensD@bartonccc.edu	Y	Y
Butler CC	BE160 Computer Concepts	3	Karen Waddell, kwaddell@butlercc.edu	Y	Y
Cloud County CC	CS108 Computer Applications	3	Chet Anson, canson@cloud.edu	Y	Y
Coffeyville CC	COMP162 Computer Concepts and Applications	3	Shari Hurlbutt, sharih@coffeyville.edu	Y	Y
Colby CC	CO176 Introduction to Computer Concepts and Applications	3	Crystal Pounds, crystal.pounds@colbycc.edu	Y	Y
Cowley County CC	CAP1516 Computer Applications	3	Rae Dale, dale@cowley.edu	Y	Y
Dodge City CC	CS101 Computer Concepts and Applications	3	Deedee Herrera, deedee@dc3.edu	N	Y
Flint Hills TC				N	
Fort Scott CC	COM1053 Introduction to Computer Science	3	Larry Shead, larrys@fortscott.edu	Y	Y
Garden City CC	CSCI 110 Introduction to Computer Concepts and Applications	3	Lachele Greathouse, lachele.greathouse@gcccks.edu	Y	Y
Highland CC			Linda Switzer, lswitzer@highlandcc.edu	N	
Hutchinson CC	IS104 Microcomputer Applications	3	Jillene Cunningham, cunninghamj@hutchcc.edu	Y	Y
Independence CC	CIT1003	3	Tamary Kessler, tkessler@indycc.edu	Y	Y
Johnson County CC	CIS124 Introduction to Computer Concepts and Applications	3	Angie Pelaccio, apelacci@jccc.edu	Y	Y
Kansas City KCC	CIST101 Computer Concepts	3	Richard Gammon, rgammon@KCKCC.edu	Y	Y
Labette CC	COMP 110 Computer Concepts & Applications		Lori Ford, lorif@labette.edu	N	
Manhattan Area TC	CIS100 Software Applications	3	Laurie Johnson, lauriejohnson@manhattantech.edu	Y	Y
Neosho County CC	CIS100 Computer Concepts &	3			

	Applications CSIS130 Introduction to Computer Information Systems	3	Chad DeVoe, cdevoe@neosho.edu	Y	Y
North Central KTC	CIS100 Microsoft Office 2010 Introductory CIS108 Advanced Computer Apps	3 3	Laryl Rous, lrous@ncktc.edu	Y	Y
Northwest KTC				N	
Pratt CC	BUS235 Microcomputer Office Applications	3	Carol Ricke, carolr@prattcc.edu	Y	Y
Salina Area TC					
Seward County CC	CS1203 Introduction to Computer Concepts/Applications	3	Mindy Holder, mindy.holder@sccc.edu	Y	Y
Wichita Area TC	CED101 Computer Essentials CED115 Computer Applications	2 3	Linda Sessions, lsessions@watc.edu	Y	Y
Emporia St. U.	IS113 Introduction to Microcomputer Applications (Lecture) IS110 Micro-Computer Application Lab (Lab)	3	Terence Saldanha, tsaldanh@emporia.edu	Y	Y
Fort Hays St. U.	MIS101 Introduction to Computer Information Systems	3	Gladys Swindler, ggiebler@fhsu.edu	Y	Y
Kansas St. U.	CIS101, CIS102, CIS103, CIS104 Introduction to Computing	4	Gurdip Singh, gurdip@ksu.edu	Y	Y
Pittsburg St. U.	CIS130 Computer Information Systems	3	Dwight Strong, dstrong@pittstate.edu	Y	Y
U. Of Kansas	EECS128 Foundations of Information Technology	3	Nancy Kinnersley, nkinners@ku.edu	Y	Y
Washburn U.				N	
Wichita St. U.	PC105 Introduction to Computers and Applications	3	William Ingle, william.ingle@wichita.edu	Y	N

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Butler County Community College- Lisa Schmidt, [lschmidt7@butlercc.edu](mailto:lschmidt7@butlercc.edu)**

**Kansas State University- Dennis Lang, [dlang1@ksu.edu](mailto:dlang1@ksu.edu)**

**Pratt Community College-Joe Varrientos, [joev@prattcc.edu](mailto:joev@prattcc.edu)**

**Hutchinson Community College- Nancy Nydam, [nydamn@hutchcc.edu](mailto:nydamn@hutchcc.edu)**

**Fort Hays State University- Shane Schartz, [sschartz@fhsu.edu](mailto:sschartz@fhsu.edu)**

**Barton County Community College- Jim Maner, [manerj@bartonccc.edu](mailto:manerj@bartonccc.edu)**

**Kansas City Kansas Community College- Edward Kremer, [ekremer@kckcc.edu](mailto:ekremer@kckcc.edu)**

**Barton County Community College- Howard Pastran, [pastranh@bartonccc.edu](mailto:pastranh@bartonccc.edu)**

**Dodge City Community College- Dave Anderson, [danderson@dc3.edu](mailto:danderson@dc3.edu)**

### **Core Outcomes Vote**

**VOTE: Of the 25 Community Colleges and Technical Schools:**

**20 votes YES**

**0 votes NO**

**5 schools not in attendance:**

**Flint Hills Technical College**

**Highland Community College**

Labette Community College  
Northwest Kansas Technical College  
Salina Area Technical College

**VOTE: Of the 7 Universities**

**5 votes YES**

**1 vote NO**

**1 school not in attendance: Washburn University**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of *CSC 1101 Introduction to Computers & Applications*, students will be able to:

- ***Identify the specifications and configurations of computer hardware.***
- ***Identify the role of an operating system.***
- ***Use the Internet to find information and determine its credibility.***
- ***Use word processing software to create, edit, and produce professional documents.***
- ***Create spreadsheets and charts for problem-solving.***
- ***Utilize a database.***
- ***Use presentation software to create, edit, and produce professional presentations.***
- ***Identify the ethical and social standards of conduct regarding the use of information and technology.***
- ***Identify security threats and solutions.***

**Minutes/Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities*

The 2012 KCOG meeting for Computer Science was called to order October 19, 21012 at 12:30pm with Dr. Gladys Swindler, FHSU, facilitating in the Flint Hills Room of the Kansas State University Student Union. The charge from TAAC was reviewed and introductions were made.

Dr. Gary Alexander, Kansas Board of Regents, was in attendance to advise the body in determining minimum core learning outcomes from general introductory courses taught in the Regent system. It was noted that a general computing course was not on the list of general education courses being addressed. However, all members agree that it is a course required by many institutions either for graduation or specific degree programs. Dr. Alexander stated that if we did agree on core learning outcomes, he would bring it forward to the TAAC for consideration.

In reviewing the core outcomes agreed upon at the 2011 meeting, members unanimously determined that some of the stated outcomes were in need of changes to conform to guidelines set forth by Dr. Fred Burrack and Bloom's Taxonomy. After agreeing on nine core learning outcomes, members asked for a vote on the outcomes. All members present from the community college and technical schools voted in favor of accepting the outcomes. Five (5) of the six four-year

**institutions present voted to accept the learning outcomes. Six (6) institutions in the KBOR system were not in attendance.**

**Miscellaneous discussion using the time left in the meeting included:**

- **Possibly adopting a similar course title to more easily identify the course. Many agreed that the course in their institution may not be appropriately named to account for advances in technology.**
- **Discussed the addition of a social networking core outcome in the future.**
- **Compensation for chairs of each discipline to acknowledge the time invested in preparation.**

**A motion was made to retain Dr. Swindler as the chair of the group. It was agreed that she will continue to chair the committee and keep in touch with members.**

**Meeting was adjourned at 2:35pm.**

**Courses to be reviewed at the 2013 Annual Meeting:**

**Chair for the 2013 Annual Meeting: Gladys Swindler, ggiebler@fhsu.edu FHSU, will be the chair for 2013.**

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Economics**

**Kansas Regents System Number (KRSN) Course and Title: ECO 1101-Microeconomics**

**Date Learning Outcomes Approved or Modified:**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): June Freund, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Nathan Stanley, Neosho CC**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Eco 207	3	Walt Regehr, regehr@allencc.edu	Y	Y
Barton County CC	ECON 1612	3	Kathy Boeger, Boegerk@Bartonccc.edu	Y	Y
Butler CC	EC 200	3	Noreen Templin, ntemplin@butlercc.edu	Y	Y
Cloud County CC	EC 102	3	Cathy Forshee, cforshee@cloud.edu	Y	Y
Coffeyville CC	ECON 206	3	Carolyn Nelson, carolynn@coffeyville.edu	Y	Y
Colby CC	EC 277	3	Bob Selby, bob.selby@colbycc.edu	Y	Y
Cowley County CC	ECO 6114	3	Todd Shepherd, shepherdt@cowley.edu	Y	Y
Dodge City CC	ECON 102	3	Paul Young, dkdk@dc3.edu	Y	Y
Flint Hills TC					
Fort Scott CC	ECO 1013	3	Debra Cummings, debrac@fortscott.edu	Y	Y
Garden City CC	ECON 112	3	Chip Marcy -- charles.marcy@gcccks.edu	Y	Y
Highland CC					
Hutchinson CC	EC 100	3	Karen Baehler, baehlerk@hutchcc.edu	Y	Y
Independence CC	BUS 2023	3	John Eubanks, jeubanks@indycc.edu	Y	Y
Johnson County CC	ECON 231	3	Ali Abderrezak, aabderre@jccc.edu	Y	Y
Kansas City KCC	ECON 202	3	Jessie Johnson, jessiej@kckcc.edu	Y	Y
Labelle CC			Robert Bartelli, robertb@labelle.edu		
Manhattan Area TC					
Neosho County CC	ECON 200	3	Richard Webber, rewebber@neosho.edu	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC	EC 2223	3	Kim Thomas, kim.thomas@sccc.edu	Y	Y
Wichita Area TC	ECO 110	3	Todd Kelley, tkelley@watc.edu	Y	Y

Emporia St. U.					
Fort Hays St. U.	ECFI202	3	Carl Parker, cparker@fhsu.edu	Y	Y
Kansas St. U.	ECON 120	3	Tom Thomas, lbt@ksu.edu	Y	Y
Pittsburg St. U.	ECON 200	3	June Freund, jfreund@pittstate.edu	Y	Y
U. Of Kansas	ECON 142	3	nbecker@ku.edu	Y	Y
Washburn U.					
Wichita St. U.					

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**John Murphy, jmurphy5@butlercc.edu**

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

The Economics Core Outcomes Committee met October 19, 2012 in Manhattan, Kansas. This was the inaugural meeting for the group. The charge to the committee was to establish 4 to 6 core essential outcomes for principles of microeconomics and principles of macroeconomics.

There were 17 community college representatives and four 4 year representatives present. June Freund representing Pittsburg State University acted as Chair of the committee. KBOR Transfer and Articulation Council Representative was Nathan Stanley from Neosho County Community College

The first order of business was to elect a recorder: Noreen Templin, Butler Community College was selected as recorder.

A handout of seven possible outcomes for macroeconomics and nine possible outcomes for microeconomics had been emailed to each participant prior to the committee meeting. The emailed document was meant to be a starting point for discussion.

The committee began its work to select six core outcomes for each of the principles courses. The committee used two guidelines when establishing the core outcomes. First, what are the economic concepts instructors believe are essential for students to have covered prior to enrolling in intermediate microeconomics, intermediate macroeconomics, and money and banking. Additionally, when transferring between community colleges, what essential concepts covered in the principles classes are necessary for success in future economics classes at the community college level.



Microeconomics was the first course discussed as to the core content and the corresponding outcomes for microeconomics. The core content was listed on a white board. The committee then determined if categories were redundant and could be combined. One point of emphasis was that the outcomes should focus on content. Students must understand the economic concepts in context other than just those used as examples in class. Much time was spent discussing what was important and what was peripheral to the economic concept. Multiple iterations of the outcome were discussed prior to adopting the final version. The initial process was conducted with regard to macroeconomics. Macroeconomics resulted in more difference in opinion than did the microeconomics which would be expected given the nature of the course. The main discussion with regard to macroeconomics revolved around content of international scope. The committee worked to reach consensus on the document.

### **Core Outcomes**

#### **4-6 specific, measurable learning outcomes expected of every student that completes the course**

The core outcomes for microeconomics:

On completion of ECO 1101 Microeconomics, students will be able to:

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.
2. Apply the supply and demand model and elasticity for economic analysis.
3. Analyze the relationship between production and cost as it pertains to total, average, and marginal costs.
4. Compare and contrast the operation of different market structures.
5. Critique the causes and effects of market failures.

Microeconomics:

Community Colleges:	17members present	Yes 17	No 0	abstain 1	Absent 8
Four year institutions:	4 members present	Yes 4	No 0	absent 3	

#### **Courses to be reviewed at the 2013 Annual Meeting:**

What is the next class?

- Intermediate macro, intermediate micro
- Money and banking
- Management economics
- survey course (covers both micro and macroeconomics)

**Chair for the 2013 Annual Meeting:** Noreen Templin, Butler County Community College

Submitted by June Freund, Chair Economics CORE Outcome Committee

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Economics**

**Kansas Regents System Number (KRSN) Course and Title: ECO 1102-Macroeconomics**

**Date Learning Outcomes Approved or Modified:**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): June Freund, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Nathan Stanley, Neosho CC**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	ECO 208	3	Walt Regehr, regehr@allencc.edu	Y	Y
Barton County CC	ECON 1610	3	Kathy Boeger, Boegerk@Bartonccc.edu	Y	Y
Butler CC	EC 201	3	Noreen Templin, ntemplin@butlercc.edu	Y	Y
Cloud County CC	EC 101	3	Cathy Forshee, cforshee@cloud.edu	Y	Y
Coffeyville CC	ECON 205	3	Carolyn Nelson, carolynn@coffeyville.edu	Y	Y
Colby CC	EC276	3	Bob Selby, bob.selby@colbycc.edu	Y	Y
Cowley County CC	ECO 6113	3	Todd Shepherd, shepherdt@cowley.edu	Y	Y
Dodge City CC	ECON 101	3	Paul Young, dkdk@dc3.edu	Y	Y
Flint Hills TC					
Fort Scott CC	ECO 2023	3	Debra Cummings, debrac@fortscott.edu	Y	Y
Garden City CC	ECON 111	3	Chip Marcy -- charles.marcy@gcccks.edu	Y	Y
Highland CC					
Hutchinson CC	EC 101	3	Karen Baehler, baehlerk@hutchcc.edu	Y	Y
Independence CC	BUS 2033	3	John Eubanks, jeubanks@indycc.edu	Y	Y
Johnson County CC	ECON 230	3	Ali Abderrezak, aabderre@jccc.edu	Y	Y
Kansas City KCC	ECON 201	3	Jessie Johnson, jessiej@kckcc.edu	Y	Y
Labelle CC			Robert Bartelli, robertb@labelle.edu	N	
Manhattan Area TC					
Neosho County CC	ECON 201	3	Richard Webber, rewebber@neosho.edu	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC	EC 2213	3	Kim Thomas, kim.thomas@sccc.edu	Y	Y
Wichita Area TC	ECO 105	3	Todd Kelley, tkelley@watc.edu	Y	Y

Emporia St. U.					
Fort Hays St. U.	ECFI202	3	Carl Parker, cparker@fhsu.edu	Y	Y
Kansas St. U.	ECFI202	3	Tom Thomas, lbt@ksu.edu	Y	Y
Pittsburg St. U.	ECON 201	3	June Freund, jfreund@pittstate.edu	Y	Y
U. Of Kansas	ECON 144	3	nbecker@ku.edu	Y	Y
Washburn U.					
Wichita St. U.					

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**John Murphy, jmurphy5@butlercc.edu**

**Core Outcomes**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

On completion of ECO 1102 Macroeconomics, students will be able to:

1. Explain the economic way of thinking by applying the following: scarcity, specialization, opportunity cost, marginal analysis, and production possibility.
2. Apply the supply and demand model for economic analysis.
3. Define the key macroeconomic indicators used to measure the performance of the aggregate economy including output, price level, and employment.
4. Utilize the aggregate demand and aggregate supply model to explain the amount of goods/services produced, the level of unemployment, and price level.
5. Define fiscal policy, budget deficits, and the national debt and explain their impact on the macroeconomy.
6. Define money, banking, and monetary policy and explain their impact on the macroeconomy.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

Macroeconomics:

Community College: 17 members present Yes 17 No 0 Absent 8

Four year institutions: 4 members present Yes 4 No 0 Absent 3

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: English**

**Kansas Regents System Number (KRSN) Course and Title: ENG 1201-Introduction to Literature**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Sonya Lancaster, University of Kansas  
Rachelle Smith, Emporia State University**

**KBOR Transfer and Articulation Council Representative: Brad Will, Fort Hays State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Col 130		Erin O'Keefe, eokeefe@allencc.edu	Y	Y
Barton County CC	LITR 1210		Dr. Charles Davis, Davisch@Bartonccc.edu	Y	Y
Butler CC	LT 201		Katherine Barrier, kbarrier@butlercc.edu	Y	Y
Cloud County CC	N/A		Brent Phillips, bphillips@cloud.edu	Y	Y
Coffeyville CC	ENG 190		Troy McCloughan, troym@coffeyville.edu	Y	Y
Colby CC	EN 219		Deb Bickner, deb.bickner@colbycc.edu	Y	Y
Cowley County CC	LIT 2511		Julie Kratt, kratt@cowley.edu	Y	Y
Dodge City CC	ENG 202		Dana Waters, dpwaters@dc3.edu	Y	Y
Flint Hills TC				N	Y
Fort Scott CC	ENG 2293		Ronda Bailey, rondab@fortscott.edu	Y	Y
Garden City CC				N	Y
Highland CC	N/A		Allison Erikson, aerikson@highlandcc.edu	Y	Y
Hutchinson CC	EN 201		Trudy Zimmerman Zimmermant@hutchcc.edu	Y	Y
Independence CC	ENGL 1073		Heather Mydosh, hmydosh@indycc.edu	Y	Y
Johnson County CC	ENG 130		Keith Geekie, kgeekie@jccc.edu	Y	Y
Kansas City KCC	ENGL 104		Adam Hadley, ahadley@kckcc.edu	Y	Y
Labelle CC	ENGL 1540		Elizabeth Walker, elizabethw@labelle.edu	Y	Y
Manhattan Area TC	N/A		Marlene Sedillos marlensedillos@manhattantech.edu	Y	Y
Neosho County CC	ENGL 113		Nancy Hindle, nhindle@neosho.edu	Y	Y
North Central KTC	N/A		Sheila Harrison, sharrison@ncktc.edu	Y	Y
Northwest KTC	N/A		Leland Williams, leland.williams@nwktc.edu	Y	Y
Pratt CC	LIT 237		Stephanie Wiese stephaniew@prattcc.edu	Y	Y

Salina Area TC				N	Y
Seward County CC	EG 1303		Janice Northerns, Janice.northerns@sccc.edu	Y	Y
Wichita Area TC	N/A		Cynthia Wesson, cwesson@watc.edu	Y	Y
Emporia St. U.	EG 207		Rachelle Smith, rsmith@emporia.edu	Y	Y
Fort Hays St. U.	ENGL 126		Pauline Scott, pmscott3@fhsu.edu	Y	Y
Kansas St. U.	ENGL 251		Naomi Wood, njwood@ksu.edu	Y	Y
Pittsburg St. U.	ENGL 113		Celia Patterson, capatterson@pittstate.edu	Y	Y
U. Of Kansas	N/A		Sonya Lancaster, sonyal@ku.edu	Y	Y
Washburn U.	EN 135		Melanie Burdick, Melanie.burdick@washburn.edu	Y	Y
Wichita St. U.	N/A		Susan Veronica Spillman, susan.spillman@wichita.edu	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

Jim Buchhorn, [wbuchhorn@butlercc.edu](mailto:wbuchhorn@butlercc.edu)

Troy Nordman, [tnordman@butlercc.edu](mailto:tnordman@butlercc.edu)

Abby Knoblauch, [abbyk@ksu.edu](mailto:abbyk@ksu.edu)

Stephanie Goerl, [goerls@bartonccc.edu](mailto:goerls@bartonccc.edu)

Amy Jude Keaton, [judegirl33@gmail.com](mailto:judegirl33@gmail.com)

Jane Holwerda, [jholwerda@dc3.edu](mailto:jholwerda@dc3.edu)

Jennifer Krisuk, [jkrisuk@dc3.edu](mailto:jkrisuk@dc3.edu)

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of **ENG 1201-Introduction to Literature**, students will be able to:

- Demonstrate an awareness of the range and complexity of human experience as expressed through literature.
- Examine the interactions of reader and writer in the creation of 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:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

- a) **New, confirmed or changed articulated outcomes for courses:** We are currently voting on the new outcomes for the Introduction to Literature course and will submit the report on the vote and learning outcomes soon. The Composition I and Composition II outcomes are still under discussion and will be forthcoming.
- b) **Summary of addressed agenda items that require follow up:** We came into the meeting with learning outcomes for the first year composition sequence of two courses, so our task for the meeting was to divide up the outcomes to fit the separate courses. We have a subcommittee finishing the work on these outcomes, and we will then send them out to voting representatives for comment and vote. We will certainly be able to finish these by the March deadline, and possibly sooner.
- c) and e) **Summary of issues to be shared with TAAC and Programmatic changes under development which may affect transferability of courses:** Neither of these were discussed at the meeting.
- d) **Chair/Facilitator and tentative agenda items for the next meeting:** William James Buchhorn from Butler County CC will be the meeting facilitator for next year. Tentative agenda items may include tweaking some of the learning outcomes to enhance assessment.

**Courses to be reviewed at the 2013 Annual Meeting:** tweaking some of the learning outcomes to enhance assessment

**Chair for the 2013 Annual Meeting:** William James Buchhorn from Butler County CC will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: English**

**Kansas Regents System Number (KRSN) Course and Title: ENG 1101-English Composition I**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Sonya Lancaster, University of Kansas  
Rachelle Smith, Emporia State University**

**KBOR Transfer and Articulation Council Representative: Brad Will, Fort Hays State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	COL 101		Erin O'Keefe, eokeefe@allencc.edu	Y	Y
Barton County CC	ENGL 1203 or 1204		Dr. Charles Davis, Davisch@Bartonccc.edu	Y	Y
Butler CC	EG 100 or 101		Katherine Barrier, kbarrier@butlercc.edu	Y	Y
Cloud County CC	CM 101		Brent Phillips, bphillips@cloud.edu	Y	Y
Coffeyville CC	ENGL 101 or 103		Troy McCloughan, troym@coffeyville.edu	Y	Y
Colby CC	EN 176		Deb Bickner, deb.bickner@colbycc.edu	Y	Y
Cowley County CC	ENG 2211		Julie Kratt, kratt@cowley.edu	Y	Y
Dodge City CC	ENG 102 or 150		Dana Waters, dpwaters@dc3.edu	Y	Y
Flint Hills TC	EG 103			N	Y
Fort Scott CC	ENG 1013		Ronda Bailey, rondab@fortscott.edu	Y	Y
Garden City CC	ENGL 101			N	Y
Highland CC	ENG 101		Allison Erikson, aerikson@highlandcc.edu	Y	Y
Hutchinson CC	EN 101 or 101C or 100 or 100c or 103H		Trudy Zimmerman Zimmermant@hutchcc.edu	Y	Y
Independence CC	ENG 1005 or 1003		Heather Mydosh, hmydosh@indycc.edu	Y	Y
Johnson County CC	ENGL 121 or 121H		Keith Geekie, kgeekie@jccc.edu	Y	Y
Kansas City KCC	ENGL 0101		Adam Hadley, ahadley@kckcc.edu	Y	Y
Labelle CC	ENGL 101		Elizabeth Walker, elizabethw@labelle.edu	Y	Y
Manhattan Area TC	COM 105		Marlene Sedillos marlensedillos@manhattantech.edu	Y	Y
Neosho County CC	ENGL 101 or 125		Nancy Hindle, nhindle@neosho.edu	Y	Y
North Central KTC	COM 103		Sheila Harrison, sharrison@ncktc.edu	Y	Y
Northwest KTC	ENGL 110		Leland Williams, leland.williams@nwktc.edu	Y	Y

Pratt CC	ENG 176		Stephanie Wiese stephaniew@prattcc.edu	Y	Y
Salina Area TC	ENG 101			N	Y
Seward County CC	EG 1103		Janice Northernns, Janice.northernns@sccc.edu	Y	Y
Wichita Area TC	ENG 101		Cynthia Wesson, cwesson@watc.edu	Y	Y
Emporia St. U.	EG 101 or 103		Rachelle Smith, rsmith@emporia.edu	Y	Y
Fort Hays St. U.	ENG 101		Pauline Scott, pmscott3@fhsu.edu	Y	Y
Kansas St. U.	ENGL 100		Naomi Wood, njwood@ksu.edu	Y	Y
Pittsburg St. U.	ENGL 101 or 190		Celia Patterson, capatterson@pittstate.edu	Y	Y
U. Of Kansas	ENGL 101		Sonya Lancaster, sonyal@ku.edu	Y	Y
Washburn U.	EN 101 or EN 102		Melanie Burdick, Melanie.burdick@washburn.edu	Y	Y
Wichita St. U.	ENGL 101		Susan Veronica Spillman, susan.spillman@wichita.edu	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Jim Buchhorn, [wbuchhorn@butlercc.edu](mailto:wbuchhorn@butlercc.edu)**

**Troy Nordman, [tnordman@butlercc.edu](mailto:tnordman@butlercc.edu)**

**Abby Knoblauch, [abbyk@ksu.edu](mailto:abbyk@ksu.edu)**

**Stephanie Goerl, [goerls@bartonccc.edu](mailto:goerls@bartonccc.edu)**

**Amy Jude Keaton, [judegirl33@gmail.com](mailto:judegirl33@gmail.com)**

**Jane Holwerda, [jholwerda@dc3.edu](mailto:jholwerda@dc3.edu)**

**Jennifer Krisuk, [jkrisuk@dc3.edu](mailto:jkrisuk@dc3.edu)**

**Rachel LeClear, [rleclear@fhctc.edu](mailto:rleclear@fhctc.edu) (did not attend, requested info.)**

### **Core Outcomes**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of **ENG 1101-English Composition I** students will be able to:

- **Produce writing for specific purposes and audiences as required by various writing situations**
- **Integrate their own ideas with those of others**
- **Practice ethical means of creating their work**
- **Employ conventions of format, structure, voice, tone, and level of formality appropriate to the writing situation**
- **Demonstrate flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading**
- **Critique own and others' work**
- **Control syntax, grammar, punctuation, and spelling**

**Outcomes approved by TAAC on 2/14/13**



**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: English**

**Kansas Regents System Number (KRSN) Course and Title: ENG 1102-English Composition II**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Sonya Lancaster, University of Kansas  
Rachelle Smith, Emporia State University**

**KBOR Transfer and Articulation Council Representative: Brad Will, Fort Hays State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	COL 102		Erin O'Keefe, eokeefe@allencc.edu	Y	Y
Barton County CC	ENGL 1206		Dr. Charles Davis, Davisch@Bartonccc.edu	Y	N
Butler CC	EG 102		Katherine Barrier, kbarrier@butlercc.edu	Y	Y
Cloud County CC	CM 102		Brent Phillips, bphillips@cloud.edu	Y	Y
Coffeyville CC	ENGL 102		Troy McCloughan, troy@coffeyville.edu	Y	Y
Colby CC	EN 177		Deb Bickner, deb.bickner@colbycc.edu	Y	Y
Cowley County CC	ENG 2211		Julie Kratt, kratt@cowley.edu	Y	Y
Dodge City CC	ENG 103 or ENG 151		Dana Waters, dpwaters@dc3.edu	Y	Y
Flint Hills TC	n/a			N	Y
Fort Scott CC	ENG 1023		Ronda Bailey, rondab@fortscott.edu	Y	Y
Garden City CC	ENGL 102			N	Y
Highland CC	ENG 102		Allison Erikson, aerikson@highlandcc.edu	Y	Y
Hutchinson CC	EN 102		Trudy Zimmerman zimmermant@hutchcc.edu	Y	Y
Independence CC	ENG 1013		Heather Mydosh, hmydosh@indycc.edu	Y	Y
Johnson County CC	ENG 122		Keith Geekie, kgeekie@jccc.edu	Y	Y
Kansas City KCC	ENGL0102		Adam Hadley, ahadley@kckcc.edu	Y	Y
Labelle CC	ENGL 102		Elizabeth Walker, elizabethw@labelle.edu	Y	Y
Manhattan Area TC	n/a		Marlene Sedillos marlensedillos@manhattantech.edu	Y	Y
Neosho County CC	ENGL 289		Nancy Hindle, nhindle@neosho.edu	Y	Y
North Central KTC	n/a		Sheila Harrison, sharrison@ncktc.edu	Y	Y
Northwest KTC	ENGL 115		Leland Williams, leland.williams@nwktc.edu	Y	Y
Pratt CC	ENG 177		Stephanie Wiese stephaniew@prattcc.edu	Y	Y

Salina Area TC	n/a			N	Y
Seward County CC	EG 1113		Janice Northerns, Janice.northerns@sccc.edu	Y	Y
Wichita Area TC	ENG 120		Cynthia Wesson, cwesson@wac.edu	Y	Y
Emporia St. U.	EG 102 or 104		Rachelle Smith, rsmith@emporia.edu	Y	Y
Fort Hays St. U.	ENG 102		Pauline Scott, pmscott3@fhsu.edu	Y	Y
Kansas St. U.	ENGL 200		Naomi Wood, njwood@ksu.edu	Y	Y
Pittsburg St. U.	ENGL 190 or 299		Celia Patterson, capatterson@pittstate.edu	Y	Y
U. Of Kansas	ENGL 102		Sonya Lancaster, sonyal@ku.edu	Y	Y
Washburn U.	n/a		Melanie Burdick, Melanie.burdick@washburn.edu	Y	Y
Wichita St. U.	ENGL 102		Susan Veronica Spillman, susan.spillman@wichita.edu	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Jim Buchhorn, [wbuchhorn@butlercc.edu](mailto:wbuchhorn@butlercc.edu)**

**Troy Nordman, [tnordman@butlercc.edu](mailto:tnordman@butlercc.edu)**

**Abby Knoblauch, [abbyk@ksu.edu](mailto:abbyk@ksu.edu)**

**Stephanie Goerl, [goerls@bartonccc.edu](mailto:goerls@bartonccc.edu)**

**Amy Jude Keaton, [judegirl33@gmail.com](mailto:judegirl33@gmail.com)**

**Jane Holwerda, [jholwerda@dc3.edu](mailto:jholwerda@dc3.edu)**

**Jennifer Krisuk, [jkrisuk@dc3.edu](mailto:jkrisuk@dc3.edu)**

**Rachel LeClear, [rleclear@fhc.edu](mailto:rleclear@fhc.edu) (did not attend, requested info.)**

### **Core Outcomes**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of **ENG 1102-English Composition II**, students will be able to:

- **Maintain and continue to improve learning outcomes from Composition I**
- **Develop and employ an ethical research writing process, which calls for a series of tasks including finding, evaluating, analyzing, synthesizing and citing appropriate primary and secondary sources**
- **Demonstrate that different rhetorical situations require different structural, stylistic, and mechanical conventions**

### **Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Outcomes approved by TAAC on 2/14/13**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Geography**

**Kansas Regents System Number (KRSN) Course and Title: GEO 1101-World Regional Geography**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Max Lu, Kansas State University**

**KBOR Transfer and Articulation Council Representative: Sue Maes, Kansas State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hr s.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Principles of Geography	3.0	Eril Griffith, Griffith@allencc.edu	Yes	Yes
Barton County CC	World and Regional Geography	3.0	<a href="mailto:BoltmanDennis@Bartonccc.edu">Boltman Dennis, Boltmand@Bartonccc.edu</a>		
Barton College – Ft Riley	World Regional Geography	3.0	Butler, G, butlerg@barton.ccc.edu	Yes	Yes
Butler CC	World and Regional Geography	3.0	John Waren, jwaren@butlercc.edu	Yes	Yes
Cloud County CC	World Regional Geography GE101		Mitch Stimers, mstimers@cloud.edu	Yes	Yes
Coffeyville CC			Megan Manley, meganm@coffeyville.edu		
Colby CC					
Cowley County CC			Chris Mayer, mayer@cowley.edu		
Dodge City CC			Sean Creevey, spc@dc3.edu		
Flint Hills TC					
Fort Scott CC			Gerald Hart, geraldh@fortscott.edu		
Garden City CC			<a href="mailto:ChipMarcy@gcccks.edu">Chip Marcy -- charles.marcy@gcccks.edu</a>		
Highland CC	World and Regional Geography, GEOG212	3.0	Bill Noll, bnoll@highlandcc.edu	Yes	Yes
Hutchinson CC	World Geography GE101	3.0	Antoinette Root roota@hutchcc.edu	Yes	Yes
Independence CC	World Regional Geography, SOC2013	3.0	Isaias McCaffery, imccaffery@indycc.edu	Yes	Yes
Johnson County CC	World Regional Geography GEOG145	3.0	John Maher, jmaher1@jccc.edu	Yes	Yes
Kansas City KCC	Cultural Geography	3.0	Mehdi Shariati, mshariati@kckcc.edu	Yes	Yes

Labette CC					
Manhattan Area TC					
Neosho County CC	World Regional Geography	3.0	Jalal Hamed, jhamed@neosho.edu	Yes	Yes
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC			Gary Damron, gary.damron@sccc.edu		
Wichita Area TC					
Emporia St. U.					
Fort Hays St. U.	World Regional Geography, 110	3.0	Paul Phillips, pphillip@fhsu.edu	Yes	Yes
Kansas St. U.	World Regional Geograpy, GEOG100	3.0	Max Lu, maxlu@ksu.edu	Yes	Yes
Pittsburg St. U.	World Regional Geography, GEOG106	3.0	Catherine Hooey, shooey@pitt.state.edu	Yes	Yes
U. Of Kansas	World Regional Geography, GEOG100 (Honors too)		Peter Herlihy, herlihy@ku.edu	Yes	Yes
Washburn U.					
Wichita St. U.					

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Nathaniel Lutke, nlutke@butlercc.edu**

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of [KSRN and title], students will be able to:

1. Define basic geographic terminology.
2. Utilize maps and spatial data to interpret geographic phenomena.
3. Define and evaluate regions and the process of regionalization.
4. Explain and evaluate human-environment interaction.
5. Describe and explain global interconnectedness.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Courses for consideration for 2013: Physical Geography**

**Chair for 2013:**

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: History**

**Kansas Regents System Number (KRSN) Course and Title: HIS 1200-History of World Civilization to 1500**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Brad Fenwick, Hutchinson Community College**

**KBOR Transfer and Articulation Council Representative: Randy Myers, Hutchinson Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Course Title	Course Number	Credit Hours	Institution
			Allen County CC
World History I	HIST 1450	3	Barton County CC
History of World Civilization I	HS 201	3	Butler CC
Western Civilization I	SS 120	3	Cloud County CC
			Coffeyville CC
World Civilization to 1600	HI 104	3	Colby CC
World History I	HIS 6420	3	Cowley County CC
Western Civilization I	HIST 103	3	Dodge City CC
World Cultures to 1500	HI 101	3	Emporia State U
World Civilization to 1500	HIST 110	3	Fort Hays State U
History of Civilization I	HIST 2013	3	Fort Scott U
			Garden City CC
			Highland CC
World History to 1600	HI 103	3	Hutchinson CC
			Independence CC
World History I	HIST 151	3	Johnson County CC
World Civilization I	HIST 115	3	Kansas City Kansas CC
World History to 1450	HIST 111	3	Kansas State U
World Civilization to 1500	HIST 103	3	Labette CC
World Civilization I	HIST 101	3	Neosho County CC
World History to 1500	HIST 101	3	Pittsburg State U
			Pratt CC

			Seward County CC
			U Kansas
Survey of Early World History	HI 100	3	Washburn U
World Civilization to 1500	HIST 103	3	Wichita State U

**Core Outcomes:**

Instructors may want to alter the order of the subjects that are listed below.

Historical Literacy/Historian’s Craft

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

- Utilize the basic tools of the craft of history:
  - Navigate library and other information systems and search processes.
  - Prioritize, analyze and synthesize historical materials and ideas.
  - 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 at least three of the following historical lenses:

- Arts and literature
- Cultural identity
- Diffusions and encounters
- Economics
- Environment
- Ethnicity and race
- Gender
- Global thinking
- Influential individuals and ideas of leadership
- Intellectual culture
- Material culture
- Military developments
- Politics
- Religions
- Social constructs
- Scientific/technological developments

Origins and Characteristics of Prehistory

Relative to tracing and evaluating the origins and characteristics of prehistory, students will 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 will 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 Political, Social, Economic, Religious, and Cultural Developments of the Ancient and Classical World

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the ancient and classical worlds, including the following:

- China
- Greece
- India
- Persia
- Hellenistic World
- Rome
- Americas
- Asia

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

Students will describe and analyze the significant political, social, economic, religious, 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, Religious, and Cultural Developments of the Nomadic Societies

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of the Nomadic societies, including the following:

- Characteristics of nomadic societies.
- Impacts of Nomads on the development of civilizations.

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

Students will describe and analyze the significant political, social, economic, religious, 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, Religious, and Cultural Developments of Medieval European Civilizations

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of medieval European civilizations, including the following:

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

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

Students will describe and analyze the significant political, social, economic, religious, and cultural developments of global integrations, including the following:

- Shaping of the Mongol Empire and its impact.
- Bantu migration 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.

**Comments:**

Instructors may want to alter the order of the subjects that are listed.

**Participants:**

Bob Reavis	Allen County CC	<a href="mailto:breavis@allencc.edu">breavis@allencc.edu</a>
Mike Cox	Barton County CC	<a href="mailto:Coxm@Bartonccc.edu">Coxm@Bartonccc.edu</a>
Time Myers	Butler CC	<a href="mailto:lmyers@butlercc.edu">lmyers@butlercc.edu</a>
Brian Cramer	Cloud County CC	<a href="mailto:bcramer@cloud.edu">bcramer@cloud.edu</a>
Ray Nolan	Colby CC	<a href="mailto:ray.nolan@colbycc.edu">ray.nolan@colbycc.edu</a>
Frank Arnold	Cowley County CC	<a href="mailto:arnold@cowley.edu">arnold@cowley.edu</a>
Steve Haynes	Dodge City CC	<a href="mailto:shaynes@dc3.edu">shaynes@dc3.edu</a>
Donna Estill	Fort Scott CC	
Brad Fenwick	Hutchinson CC	<a href="mailto:fenwickb@hutchcc.edu">fenwickb@hutchcc.edu</a>
Vin Clark	Johnson County CC	<a href="mailto:vclark@jccc.edu">vclark@jccc.edu</a>
Valdenia Winn	Kansas City KCC	<a href="mailto:vwinn@kckcc.edu">vwinn@kckcc.edu</a>
John Coughlin	Labette CC	<a href="mailto:johnco@labette.edu">johnco@labette.edu</a>
Kevin Blackwell	Neosho County CC	<a href="mailto:kblackwell@neosho.edu">kblackwell@neosho.edu</a>
Deborah Gerish	Emporia St. U.	<a href="mailto:dgerish@emporia.edu">dgerish@emporia.edu</a>
David Goodlett	Fort Hays St. U.	<a href="mailto:dgoodlet@fhsu.edu">dgoodlet@fhsu.edu</a>
Kristin Mulready-Stone	Kansas St. U.	<a href="mailto:mulready@ksu.edu">mulready@ksu.edu</a>
Kris Lawson	Pittsburg St. U.	<a href="mailto:klawson@pittstate.edu">klawson@pittstate.edu</a>
Nathan Wood	U. of Kansas	<a href="mailto:ndwood@ku.edu">ndwood@ku.edu</a>



Jay Price

Wichita St. U.

[jay.price@wichita.edu](mailto:jay.price@wichita.edu)

Vote: Community and Technical Colleges - Unanimous

Universities – Unanimous with one abstention (KU does not offer this course)

**Courses to be reviewed at the 2013 Annual Meeting:** World History/Civilization since 1500

**Chair for the 2013 Annual Meeting:** Brad Fenwick, Hutchinson CC, will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Mathematics**

**Kansas Regents System Number (KRSN) and Title: MAT 1101 College Algebra**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Jeff Frost, Johnson County Community College**

**KBOR Transfer and Articulation Council Liaison/Representative: Bill Ivy, Pittsburg State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	MAT 105, College Algebra	3	Doug Joseph	Y	Y
Barton County CC	MATH 1828, College Algebra; MATH 1826, Intermediate and College Algebra	3/5	Brian Howe	Y	Y
Butler CC	MA 135, College Algebra	3	Donna Gorton	Y	Y
Cloud County CC	MA 111, College Algebra	3	Mark Whisler	Y	Y
Coffeyville CC	MATH 105, College Algebra	3	Kendall Payne	Y	Y
Colby CC	MA 178, College Algebra	3	John Olson	Y	Y
Cowley County CC	MTH 4420, College Algebra	3	Uwe Conrad	Y	Y
Dodge City CC	MATH 106, College Algebra	3	Kent Craghead	Y	Y
Flint Hills TC					
Fort Scott CC	MAT 1083, College Algebra	3	DeeAnn VanLuyck	Y	Y
Garden City CC	MATH 108-01, College Algebra	3	Sergio Fagundez	Y	y
Highland CC	MAT 104, College Algebra	3	Lauren Jacobs	Y	Y
Hutchinson CC	MA 106, College Algebra	3	Sherri Rankin	Y	Y
Independence CC					
Johnson County CC	MATH 171, College Algebra	3	Steve Wilson	Y	Y
Kansas City KCC	MATH 105, College Algebra	5	Margret Hathaway	Y	Y
Labette CC	MATH 115, College Algebra	3	Ralph Gouvion	Y	Y
Manhattan Area TC	MAT 135, College Algebra	3	Janelle Phillips	Y	Y
Neosho County CC	MATH 113, College Algebra	3	Paul Walcher	Y	Y
North Central KTC	MA 111, College Algebra	3	Mark Pahls	Y	Y
Northwest KTC					
Pratt CC	MTH 1781, College Algebra	3	Mike Jackson	Y	Y
Salina Area TC					

Seward County CC	MA 1173, College Algebra	3	Luke Dowell	Y	Y
Wichita Area TC	MTH 112, College Algebra	3	Shelby Jansen	Y	Y

Emporia St. U.	MA 110, College Algebra	3	Joe Yanik	Y	Y
Fort Hays St. U.	MATH 110, College Algebra	3	Mohammad Riazi	Y	Y
Kansas St. U.	MATH 100, College Algebra	3	John Maginnis	Y	Y
Pittsburg St. U.	MATH 113, College Algebra	3	Tim Flood	Y	Y
U. Of Kansas	MATH 101, College Algebra	3	Margaret Bayer	Y	Y
Washburn U.					
Wichita St. U.	MATH 111, College Algebra	3	Paul Scheuerman	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of [KSRN and title], students will be able to:

See list of course competencies (from pages 56-57 in the *2011-2012 Kansas Core Outcomes Project*)

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:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Mathematics**

**Kansas Regents System Number (KRSN) and Title: MAT 2101 Calculus**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Jeff Frost, Johnson County Community College**

**KBOR Transfer and Articulation Council Liaison/Representative: Bill Ivy, Pittsburg State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	MAT 123, Calculus with Analytic Geometry I	5	Doug Joseph	Y	Y
Barton County CC	MATH 1832, Analytic Geometry and Calculus I	5	Brian Howe	Y	Y
Butler CC	MA 151, Calculus I with Analytic Geometry	5	Donna Gorton	Y	Y
Cloud County CC	MA 120, Analytic Geometry and Calculus I	5	Mark Whisler	Y	Y
Coffeyville CC	MATH 115, Calculus with Analytic Geometry I	5	Kendall Payne	Y	Y
Colby CC	MA 220, Calculus I and Analytic Geometry	5	John Olson	Y	Y
Cowley County CC	MTH 4435, Calculus I and Analytic Geometry	5	Uwe Conrad	Y	Y
Dodge City CC	MATH 120, Analytic Geometry and Calculus I	5	Kent Craghead	Y	Y
Flint Hills TC					
Fort Scott CC	MAT 1015, Calculus I with Analytic Geometry	5	DeeAnn VanLuyck	Y	Y
Garden City CC	MATH 122-01, Calculus I and Analytic Geometry	5	Sergio Fagundez	Y	y
Highland CC	MAT 106, Calculus I	5	Lauren Jacobs	Y	Y
Hutchinson CC	MA 111/112H, Analytic Geometry and Calculus I	5	Sherri Rankin	Y	Y
Independence CC					

Johnson County CC	MATH 241, Calculus I	5	Steve Wilson	Y	Y
Kansas City KCC	MATH 122, Calculus I	5	Margret Hathaway	Y	Y
Labette CC	MATH 130, Calculus I	5	Ralph Gouvion	Y	Y
Manhattan Area TC			Janelle Phillips	Y	Y
Neosho County CC	MATH 150, Analytic Geometry and Calculus I	5	Paul Walcher	Y	Y
North Central KTC			Mark Pahls	Y	
Northwest KTC					
Pratt CC	MTH 191, Analytic Geometry and Calculus I	5	Mike Jackson	Y	Y
Salina Area TC					
Seward County CC	MA 2605, Analytic Geometry and Calculus I	5	Luke Dowell	Y	Y
Wichita Area TC	MTH 121, Calculus I	5	Shelby Jansen	Y	Y

Emporia St. U.	MA 161, Calculus I	5	Joe Yanik	Y	N
Fort Hays St. U.	MATH 234, Calculus I	5	Mohammad Riazi	Y	Y
Kansas St. U.	MATH 220, Calculus I	4	John Maginnis	Y	Y
Pittsburg St. U.	MATH 150, Calculus I	5	Tim Flood	Y	Y
U. Of Kansas	No equivalent course	NA	Margaret Bayer	Y	Y
Washburn U.					
Wichita St. U.	MATH 242, Calculus I	5	Paul Scheuerman	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of [KSRN and title], students will be able to:

**Content Outline and Course Competencies for Calculus I:**

The course outcomes for Calculus I included in this document apply to any Kansas public college or university teaching a calculus I course that is the equivalent of the first semester in a three-semester calculus sequence.

- I. Using Limits
  - a. Evaluation of Limits
    - o Evaluate the limit of a function at a point both algebraically and graphically
    - o Evaluate the limit of a function at infinity both algebraically and graphically
    - o Use the definition of a limit to verify a value for the limit of a function
  - b. Use of Limits
    - o Use the limit to determine the continuity of a function
    - o Apply the Intermediate-Value Theorem

- Use the limit to determine differentiability of a function
- c. Limiting Process
  - Use the limiting process to find the derivative of a function
- II. 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 implicit differentiation
- III. Using Derivatives
  - a. 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
  - b. Applications of Derivatives
    - 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
    - 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
- IV. 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
  - Approximate integrals using Simpson's Rule and the Trapezoidal Rule

**Comments:**

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 exam.

**Courses to be reviewed at the 2013 Annual Meeting:** Elementary Statistics

**Chair for the 2013 Annual Meeting:** Paul Walcher, Neosho CC, will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**



**Kansas Core Outcomes Group Annual Meeting Report  
October 23, 2012**

**Discipline:** Modern Languages (Spanish)

**Kansas Regents System Number (KRSN) and Title:** SPA 1101 Spanish 1

**Date Learning Outcomes Approved or Modified:** October 19, 2012

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s):** Rosalea Postma-Carttar, University of Kansas

**KBOR Transfer and Articulation Council Liaison/Representative:** Lee Furbeck, University of Kansas

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	FLA 101 Elem. Spanish 1	5	Regena Aye	yes	yes
Barton County CC	1908 Elem. Spanish 1		Blanca Oviedo-Loredo	yes	yes
Butler CC	FL 107 Beginning Spanish	5	Calisa Marlar	yes	yes
Cloud County CC	FL 111 Spanish 1	5	Renea Gernant	yes	yes
Coffeyville CC	FLNG 103 Spanish 1	5	Johnie Greenfield	yes	yes
Colby CC					
Cowley County CC	FOL 2330 Spanish 1	5	Amy McWhirt	yes	yes
Dodge City CC	Language 103 Elem. Spanish 1	5	Melanie Parry	yes	yes
Flint Hills TC					
Fort Scott CC			Donna Estill	no	
Garden City CC					
Highland CC	LG 101 Spanish 1	5	Randa Arnett	yes	yes
Hutchinson CC	SP 103 Elem. Spanish 1	3	Paula Luteran	yes	yes
Independence CC	03 FRL 1025 Spanish 1	5	Camilia Jadic	yes	yes
Johnson County CC	FL 130 Elem. Spanish 1	5	Kerri Stephenson	yes	yes
Kansas City KCC	LANG 0141 Spanish 1	5	Awilda Olson	yes	yes
Labelle CC					
Manhattan Area TC					
Neosho County CC					
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC					
Wichita Area TC					

Emporia St. U.					
Fort Hays St. U.	MLNG 225	5	Conshita Espino-Bravo	yes	yes
Kansas St. U.	SPAN 161 Spanish 1	5	Angelique Corbou	yes	yes
Pittsburg St. U.	MLL 154	5	Grant Moss	yes	yes
U. Of Kansas	SPAN 104 Elem. Spanish 1	5	Rosalea Postma-Carttar	yes	yes
Washburn U.	SP101 Beginning Spanish 1	4	Miguel Gonzalez-Abellas	yes	yes
Wichita St. U.	SPAN 111 Beginning Spanish 1	5	Eunice Myers	yes	yes

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**Specific, measurable learning outcomes expected of every student that completes the course**

**Upon completion of SPA 1101, students will be able to:**

- Converse in Spanish at phrase level using everyday vocabulary and memorized expressions.
- Write simple strings of related sentences in Spanish on familiar topics.
- Produce an appropriate response to Spanish aural input in highly predictable situations.
- Demonstrate comprehension of simple written material in Spanish through speaking, writing or other appropriate response.
- Compare and contrast aspects of Spanish-speaking cultures with their own cultures

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies that have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Suggestions from Oct 19, 2012 meeting:**

**In future meetings:**

**Outline outcomes for Spanish II, Spanish III, Spanish IV, Heritage Learner Course**

**Discuss scope & sequence of course(s)**

**Bring in K-12 representation.**

**Next year's chair (for 2013): Angelique Courbou, [angeli@k-state.edu](mailto:angeli@k-state.edu)**

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Music**

**Kansas Regents System Number (KRSN) and Title: MUS 1201 Music Appreciation**

**Date Learning Outcomes Approved or Modified: 10-19-12**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Randy Berls**

**KBOR Transfer and Articulation Council Liaison/Representative: Dr. Steven Vacik**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	MUS 111 Music App.	3	Ted Clous	Y	Y
Barton County CC	Music 1002 Intro to Music	3	Steve Leuth	Y	Y
Butler CC	MU 100 Music App.	3	Matthew Udland	Y	Y
Cloud County CC	MU 100 Music App.	3	Patrick Sieben	Y	Y
Coffeyville CC	Musc 122 Music App.	3	John Gray	Y	Y
Colby CC	MU 176 Intro to Music	3	Randy Berls	Y	Y
Cowley County CC	MUS 2611 Music App.	3	Lindsay Ramirez	Y	Y
Dodge City CC	MUSC 105 Understanding Music	3	Joel Thomas	Y	Y
Flint Hills TC					
Fort Scott CC					
Garden City CC					
Highland CC					
Hutchinson CC	MU 101 Music App.	3	Steve Traylor	Y	Y
Independence CC	MUSC 1303 Music App.	3	Eric Rutherford	Y	Y
Johnson County CC					
Kansas City KCC	MUSC 101 Music App.	3	Jerry Pope	Y	Y
Labelle CC					
Manhattan Area TC					
Neosho County CC	MUSI 120 Music App.	3	David Smith	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					

Seward County CC	MU 103 Music App.	3	Magoa Silva	Y	Y
Wichita Area TC					
Emporia St. U.	MU 226 Music App.	2	Allan Comstock	Y	Y
Fort Hays St. U.	MUS 161 Listening to Music	3	Ivalah Allen	Y	Y
Kansas St. U.	MUSIC 250 Intro to Music	3	Kurt Gartner	Y	Y
Pittsburg St. U.	Music 120 Music App.	3	Matthew Montague	Y	Y
U. Of Kansas	Fundamental Dist. Course	3	Martin Bergee	Y	Y
Washburn U.	Music 100 Enjoyment of Music	3	Char Taggart	Y	Y
Wichita St. U.	MUSC 160 Heritage of Western Music	3	Dean Roush	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon successful completion of this course, students will:

- Identify and describe the elements of melody, harmony, pitch, rhythm, timbre, texture, form, and dynamics.
- Identify the expressive qualities of the elements of music through listening experiences.
- Describe the general characteristics of musical genres and the relationship to their cultural/historical settings.
- Demonstrate knowledge of musical artists, composers, and compositions related to the context of the course.
- Critically evaluate the role of music in their lives.

**Minutes/Comments:**

The next course scheduled for the music group to write outcomes for is Music History. The music group would like to recommend to the TAAC board that instead of Music History we should work on Theory/Ear Training classes. Most of the Community Colleges do not have a music history course, but we all have the theory/ear training courses. The transfer of these classes between schools have always been an issue, and now that we are able to meet and discuss classes, we are excited to begin work on these courses.

Sincerely,  
Randy Berls – KCOG Chair

**Courses to be reviewed at the 2013 Annual Meeting:** The music group would like to recommend to the TAAC board that instead of Music History we should work on Theory/Ear Training classes.

**Chair for the 2013 Annual Meeting:** David Smith, Neosho Comm. College, will be the chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

## Kansas Core Outcomes Group Annual Meeting Report

October 19, 2012

**Discipline: Philosophy**

**Kansas Regents System Number (KRSN) Course and Title: PHL 1101 Introduction to Philosophy**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Dennis Arjo, Johnson County Community College**

**KBOR Transfer and Articulation Council Representative: Linnea Glenmayer, Wichita State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	HUM 125: Philosophy	3	Jim Harrelson, jharrelson@allencc.edu	Y	Y
Barton County CC	Phil 1602: Introduction to Philosophy	3	Gil Cloud	Y	Y
Butler CC	PL 290: Philosophy 1	3	Regina Turner, rturner@butlercc.edu	Y	Y
Cloud County CC	PH 100: Introduction to Philosophy	3	Pete Pellegrin, ppellegrin@cloud.edu	Y	Y
Coffeyville CC	HUMN 104: Introduction to Philosophy	3	Brad Weber, bradw@coffeyville.edu	Y	Y
Colby CC	PT 101: Introduction to Philosophy	3	Mike McVay	Y	Y
Cowley County CC	PHO 6447: Introduction to Philosophy	3	Chris Mayer, mayer@cowley.edu	Y	Y
Dodge City CC					
Flint Hills TC					
Fort Scott CC	PH 1113: Philosophy of Life		Greg Turner, gregt@fortscott.edu	Y	Y
Garden City CC	PHIL 101: Introduction to Philosophy	3			
Highland CC	PHI 101: Introduction to Philosophy	3			
Hutchinson CC	PHIL 101: Introduction to Philosophy	3	Charlene Widener	Y	Y
Independence CC					
Johnson County CC	PHIL 121: Introduction to Philosophy	3	Dennis Arjo, darjo@jccc.edu	Y	Y

Kansas City KCC	PHIL 0103: Introduction to Philosophy	3	Mario Reymos-Reyes	Y	Y
Labelle CC	PHIL 101: Philosophy 1	3			
Manhattan Area TC					
Neosho County CC	HUM:103 Introduction to Philosophy	3	Ruth Zollars, rzollars@neosho.edu	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC	PH 130: Introduction to Philosophy	3			
Salina Area TC					
Seward County CC	PH 2203: Introduction to Philosophy		Gary Damron, gary.damron@sccc.edu	Y	Y
Wichita Area TC					
Emporia St. U.	PI 225: Introduction to Philosophy	3	Charles Emmer	Y	Y
Fort Hays St. U.	PHIL 120: Introduction to Philosophy	3	Gene Rice, grice@fhsu.edu	Y	Y
Kansas St. U.	PHIL 103: Introduction to Philosophy	3	Amy Lara, alara@ksu.edu	Y	Y
Pittsburg St. U.	PHIL 103: Introduction to Philosophy	3	Jim McBain, jmc bain@pittstate.edu	Y	Y
U. Of Kansas	PHIL 140: Introduction to Philosophy	3	Scott Jenkins, jenkins@ku.edu	Y	Y
Washburn U.	PH 110: World Views and Moral Values	3	Russ Jacob	N	Y
Wichita St. U.	PHIL 100: The Meaning of Philosophy	3	Almer Mandt, jay.mandt@wichita.edu	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Terry Sader, tsader@butlercc.edu**

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

**Core Competencies for Introduction to Philosophy**

By its nature, Philosophy encourages diverse approaches to teaching, and so it is to be expected that different programs and different instructors can approach an Introduction of Philosophy course in very different ways. Consequently, a broad consensus on details of content is not to be expected. However, students in an Introduction to Philosophy course will become familiar with the basic

concepts and methods of philosophy and those aspects of its rich history chosen as a focus by their particular instructors. Students will:

- I. Recognize the significance of philosophy in a broader cultural and historical context.
  - A. Students will show familiarity with the development of various philosophical tradition during some of their major periods.
  - B. Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.
  
- II. Demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.
  - A. Students will show familiarity with a least one of the major division of Philosophy as determined by the individual instructor. Examples might include Epistemology, Metaphysics and Ethics.
  
  - B. Students will be able to explain key philosophical terms within historical periods (examples might include the Ancient Greeks, Romans, or Modern Philosophy), schools of thought (examples might include rationalism, empiricism, and existentialism), or problems in philosophy (examples might include the existence of God, the free will/determinism question, etc.).
  
  - C. Students will demonstrate understanding of major philosophical theories within historical periods, schools of thought, or problems within philosophy as chosen by the instructor.
  
- III. Identify and develop in writing philosophical analyses and arguments based on philosophical reasoning.
  - A. Students will distinguish between valid and fallacious arguments and recognize examples of each.
  
  - B. Students will provide cogent reasons in support of contentious philosophical claims.
  
- IV. Evaluate in writing philosophical analyses, arguments, and texts and appreciate alternative points of view.
  - A. Students will show familiarity with some classic philosophical arguments within historical periods (examples might include Plato and Aristotle on the Theory of Forms), within schools of thought (examples might include Descartes and Hume on innate ideas), or within problems in philosophy (examples might include those for and against the reality of free will, the existence of God, the possibility of certainty, etc.).
  
  - B. Students will be familiar with a variety of philosophical positions on contentious issues such as the nature of the mind, the sources of knowledge, and the nature of the good.

C. Students will be able evaluate competing theories and arguments, providing their own positions supported by valid arguments.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

Russ Jacob of Washburn was not able to attend but indicated his approval via email.

**Courses to be reviewed at the 2013 Annual Meeting:**

**Chair for the 2013 Annual Meeting:** Dennis Arjo will continue as chair for 2013.

**Outcomes approved by TAAC on 12/20/12**



**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Philosophy**

**Kansas Regents System Number (KRSN) Course and Title: PHL 1102 Ethics**

**Date Learning Outcomes Approved or Modified: 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Dennis Arjo, Johnson County Community College**

**KBOR Transfer and Articulation Council Representative: Linnea Glenmayer, Wichita State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	HUM 105: Ethics	3	Jim Harrelson, jharrelson@allencc.edu	N	
Barton County CC	Phil 1604: Systematic Ethics	3	Gil Cloud	Y	Y
Butler CC	PL 291: Ethics	3	Regina Turner, rturner@butlercc.edu	Y	Y
Cloud County CC	PH 105: Christian Ethics in our Contemporary Society	3	Pete Pellegrin, ppellegrin@cloud.edu	Y	Y
Coffeyville CC	HUMN 189: Introduction to Ethics	3	Brad Weber, bradw@coffeyville.edu	Y	Y
Colby CC	PT 276: Introduction to Ethics	3	Mike McVay	Y	Y
Cowley County CC	PHO 6460: Ethics	3	Chris Mayer, mayer@cowley.edu	Y	Y
Dodge City CC	PHIL 202 Introduction to Ethics	3			
Flint Hills TC					
Fort Scott CC			Greg Turner, gregt@fortscott.edu	Y	

Garden City CC	PHIL 102: Introduction to Ethics	3			
Highland CC	PHI 102: Introduction to Ethics	3			
Hutchinson CC	PHIL 104: Ethics	3	Charlene Widener	Y	Y
Independence CC					
Johnson County CC	PHIL 143: Ethics	3	Dennis Arjo, darjo@jccc.edu	Y	Y
Kansas City KCC	PHIL 206: Ethics	3	Mario Reymos-Reyes	Y	Y
Labelle CC	PHIL 106: Ethics	3			
Manhattan Area TC					
Neosho County CC	HUM 104: Ethics	3	Ruth Zollars, rzollars@neosho.edu	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC	PI 276: Introduction to Ethics				
Salina Area TC					
Seward County CC	PH 2103: Introduction to Ethics		Gary Damron, gary.damron@sccc.edu	Y	Y
Wichita Area TC					

Emporia St. U.	PI 301: Ethics	3	Charles Emmer	Y	Y
Fort Hays St. U.	PHIL 120: Introduction to Ethics	3	Gene Rice, grice@fhsu.edu	Y	Y
Kansas St. U.	PHIL 130: Introduction to Moral Philosophy	3	Amy Lara, alara@ksu.edu	Y	Y
Pittsburg St. U.	PHIL 105: Ethics	3	Jim McBain, jmcbain@pittstate.edu	Y	Y

U. Of Kansas	PHIL 160: Introduction to Ethics	3	Scott Jenkins, jenkins@ku.edu	Y	Y
Washburn U.	PH 110: World Views and Moral Values	3	Russ Jacob	N	Y
Wichita St. U.	PHIL 144: Moral Issues	3	Almer Mandt, jay.mandt@wichita.edu	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Others attending:**

**Terry Sader, tsader@butlercc.edu**

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

**Core Competencies for Ethics**

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

1. Recognize the significance of moral philosophy in a broader context.
  - A. Students will show familiarity with the philosophical development of various normative ethical theories.
  - B. Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.
  - C. Students will apply moral theories to ethical problems.
  
2. Identify and explain basic ethical theories, terminology and concepts.
  - A. Students will demonstrate an understanding of major normative ethical theories, schools of thought, or problems within ethics as chosen by the instructor. Examples might include deontology, utilitarianism, virtue ethics or moral objectivity.
  - B. Students will explain key ethical terms as understood within ethical theories (examples might include good, rights, duty or happiness.) or as applied to ethical problems such as the permissibility of abortion, capital punishment, our duties to animals, etc.

3. Identify and develop in writing philosophical analyses and arguments based on philosophical reasoning and provide cogent reasons in support of competing philosophical claims.
4. Evaluate in writing philosophical arguments and texts focusing on moral theories and problems, and state alternative points of view by, providing their own positions supported by cogent arguments.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

Russ Jacob of Washburn was not able to attend but indicated his approval via email.  
Dennis Arjo, JCCC, will continue as chair for 2013.

**Courses to be reviewed at the 2013 Annual Meeting:**

**Chair for the 2013 Annual Meeting:** Dennis Arjo, JCCC, will continue as chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Physics**

**Kansas Regents System Number (KRSN) Course and Title: PHY 1101/1102 Physics I and Lab**

**Date Learning Outcomes Approved or Modified: 10-19-2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Gavin Buffington, Fort Hays State University**

**KBOR Transfer and Articulation Council Representative: Joey Linn, Fort Hays State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	PSC204/PSC204L Engineering Physics I	5/0	Les Thomas, Thomas@allencc.edu	Yes	Yes
Barton County CC	PHYS 1600 Physics I	5	Tim Folkerts, Folkertst@Bartonccc.edu	Yes	Yes
Butler CC	PH143 General Physics I	5	Danny Mattern, dmattern@butlercc.edu	Yes	Yes
Cloud County CC	SCI140 College Physics I	5	Todd Leif, tleif@cloud.edu	Yes	Yes
Coffeyville CC	PHYS203 College Physics I	5	Ryan Willis, ryanw@coffeyville.edu	Yes	Yes
Colby CC	PH207 College Physics I with Lab	5	Brent Wilson, brent.wilson@colbycc.edu	Yes	Yes
Cowley County CC	PHS4550 General Physics I	5	Martin Shaffer, shafferm@cowley.edu	Yes	Yes
Dodge City CC	PHYS201/PHY201 General Physics I and General Physics I Lab	5/0	Stephen Ellis, sellis@dc3.edu	Yes	Yes
Flint Hills TC	N/A			NO	
Fort Scott CC	PHS2065/PHS206L College Physics I and Physics I Lab	5	Elie Riachi, elier@fortscott.edu	Yes	Yes
Garden City CC	PHY 205 General Physics I	5	John Cheney, <a href="mailto:john.cheney@gcccks.edu">john.cheney@gcccks.edu</a>	Yes	Yes
Highland CC	PS203 General Physics I	5	NA	NO	
Hutchinson CC	PY112/PY112L General Physics I and General Physics I Lab	5	Brian Bird, <a href="mailto:birdb@hutchcc.edu">birdb@hutchcc.edu</a>	Yes	Yes
Independence CC	PHS1055 General College Physics I	5	Mona Saleh, msaleh@indycc.edu	Yes	Yes

Johnson County CC	PHYS130 (or PHYS130H) General Physics I (includes Lab)	5	Larry Weaver, <a href="mailto:lweave11@jccc.edu">lweave11@jccc.edu</a> Sandy Finnicum, <a href="mailto:sfinnicu@jccc.edu">sfinnicu@jccc.edu</a>	Yes	Yes
Kansas City KCC	NASC0231 General Physics I	5	Chandra Thapa, <a href="mailto:cthapa@kckcc.edu">cthapa@kckcc.edu</a>	Yes	Yes
Labette CC	PHYS201 College Physics I	5	David Beach, <a href="mailto:davidb@labette.edu">davidb@labette.edu</a>	Yes	Yes
Manhattan Area TC	N/A			NO	
Neosho County CC	PHYS100/PHYS130 Introductory College Physics I and Introductory College Physics I Lab	4/1	Luka Kapkiai, <a href="mailto:lkapkiai@neosho.edu">lkapkiai@neosho.edu</a>	Yes	Yes
North Central KTC	N/A		NA	NO	
Northwest KTC	PH143 General Physics	5	NA	NO	
Pratt CC	PHS251 General Physics I	5	NA	NO	
Salina Area TC	NA		NA	NO	
Seward County CC	PS2205 General Physics I Lecture/Lab	5	NA	NO	
Wichita Area TC	PHS120 General Physics I	5	NA	NO	
Emporia St. U.	PH140/PH141 College Physics I/College Physics I Lab	3/2	Jorge Ballester, <a href="mailto:jballest@emporia.edu">jballest@emporia.edu</a>	Yes	Yes
Fort Hays St. U.	PHYS111/PHYS111L Physics I/Physics I Lab	4/1	Gavin Buffington, <a href="mailto:gbuffing@fhsu.edu">gbuffing@fhsu.edu</a>	Yes	Yes
Kansas St. U.	PHYS113 General Physics I/General Physics I Lab	4/1	Mick O'Shea, <a href="mailto:mjoshea@ksu.edu">mjoshea@ksu.edu</a>	Yes	Yes
Pittsburg St. U.	PHYS100/PHYS130 College Physics I Elementary Physics I Lab	4/1	David Kuehn, <a href="mailto:dkuehn@pittstate.edu">dkuehn@pittstate.edu</a>	Yes	Yes
U. Of Kansas	PHSX114 College Physics I Introductory Physics Lab I	4	Phil Baringer, <a href="mailto:baringer@ku.edu">baringer@ku.edu</a>	Yes	Yes
Washburn U.	PS261 College Physics I College Physics I Lab	5/0	Karen Camarda, <a href="mailto:Karen.camarda@washburn.edu">Karen.camarda@washburn.edu</a>	Yes	Yes
Wichita St. U.	PHYS213/PHYS213L General College Physics I General Physics I Lab	5/0	Hamdeh Hussein, <a href="mailto:Hussein.hamdeh@wichita.edu">Hussein.hamdeh@wichita.edu</a>	Yes	Yes

**Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.**

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

## KCOG Learning Outcomes for Physics I + Laboratory

### KSRN PHY 1101 / 1102

Physics I is the study of translational and rotational motion, force, work, mechanical and thermal energy, linear and angular momentum, and fluid mechanics using the tools of algebra and trigonometry.

At the conclusion of KSRN PHY 1101 / 1102:

- 1 The student will be able to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.
- 2 The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.
- 3 The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).
- 4 The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.

#### **Minutes/Comments:**

A total of **24** Physics faculty attended the meeting. **17** from Kansas Community Colleges and **6** from KBOR Universities plus Washburn.

#### **The following faculty attended the meeting from Kansas Community Colleges:**

Allen County CC:	Les Thomas
Barton County CC:	Tim Folkerts
Butler County CC:	Danny Mattern
Cloud County CC:	Todd Leif
Coffeyville CC:	Ryan Willis
Colby CC:	Brent Wilson

Cowley County CC: Martin Shaffer  
Dodge City CC: Stephen Ellis  
Fort Scott CC: Elie Riachi  
Garden City CC: John Cheney  
Hutchinson CC: Brian Bird  
Independence CC: Mona Saleh  
Johnson County CC: Larry Weaver, voting member  
Sandy Finnicum  
Kansas City Kansas CC: Chandra Thapa  
Labette CC: David Beach  
Neosho County CC: Luka Ikapkiai

**The following faculty attended the meeting from the KBOR universities and Washburn:**

Emporia State U: Jorge Ballester  
Fort Hays State U: Gavin Buffington  
Kansas State U: Mick O'Shea  
Pittsburg State U: David Kuehn  
Univ. of Kansas: Phil Baringer  
Wichita State U: Hamdeh Hussein  
Washburn: Karen Camarda

The Physics course that was initially examined by the above faculty was Physics I and Lab (KSRN PHY 1101/1102)

Joey Linn, TAAC Liaison, gave a very brief overview of the scope of the project and explained how the process will work.

Dr. Gavin Buffington handed out the sign in sheet and told everyone to verify course number, title, credit hours etc...

The first item of discussion pertained to the fact the course was an Algebra/Trigonometry based course and not a Calculus based course. Gavin presented a set of Learning Outcomes that he drafted prior to the meeting. The draft initially included five learning outcomes. After very good discussion, the Algebra/Trigonometry wording was integrated into the Learning Outcome document.



Further discussion took place regarding mechanical and thermal energy. The question at hand was whether thermal energy should be included in the Physics I course or taught in the Physics II course. The group agreed to include thermal energy in the Physics I course.

The group then examined all the Learning Outcomes and ultimately got rid of the fifth outcome as they felt it was not needed. After sentence/wording adjustments in the four Learning Outcomes, the group called for the vote.

The vote was unanimous to accept the four Learning Outcomes.

Physics II and Lab was the next course the group wanted to discuss. The bulk of the discussion was centered on the use of the word “modern physics” in the language of the Learning Outcomes. Everyone agreed to include the word “modern physics” in the document. The Physics I and Lab Learning Outcomes were then adjusted to fit the Physics II and Lab course outcomes. The group then called for the vote and the Learning Outcomes document was passed unanimously. A sheet was passed around for each institution to write down the Physics II and Lab course number, course title and credit hours.

Gavin Buffington from Fort Hays State was voted on and agreed to chair the group another year.

The meeting was then adjourned.

**Courses to be reviewed at the 2013 Annual Meeting:** Physical Science I and Lab

**Chair for the 2013 Annual Meeting:** Gavin Buffington, FHSU, will continue as chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Physics**

**Kansas Regents System Number (KRSN) Course and Title: PHY 1201/1202 Physics II and Lab**

**Date Learning Outcomes Approved or Modified: 10-19-2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Gavin Buffington, Fort Hays State University**

**KBOR Transfer and Articulation Council Representative: Joey Linn, Fort Hays State University**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	PSC205/PSC205L Engineering Physics II (includes Lab)	5/0	Les Thomas, Thomas@allencc.edu	Yes	Yes
Barton County CC	PHYS 1602 Physics II (includes Lab)	5	Tim Folkerts, Folkertst@Bartonccc.edu	Yes	Yes
Butler CC	PH146 General Physics II (Includes Lab)	5	Danny Mattern, dmattern@butlercc.edu	Yes	Yes
Cloud County CC	SCI142 College Physics II (includes Lab)	5	Todd Leif, tleif@cloud.edu	Yes	Yes
Coffeyville CC	PHYS204 College Physics II (includes Lab)	5	Ryan Willis, ryanw@coffeyville.edu	Yes	Yes
Colby CC	PH227 College Physics II with Lab	5	Brent Wilson, brent.wilson@colbycc.edu	Yes	Yes
Cowley County CC	PHS4551 General Physics II (includes Lab)	5	Martin Shaffer, shafferm@cowley.edu	Yes	Yes
Dodge City CC	PHYS203/PHY203 General Physics II and General Physics II Lab	5/0	Stephen Ellis, sellis@dc3.edu	Yes	Yes
Flint Hills TC	N/A			NO	
Fort Scott CC	PHS2075/PHS207L College Physics II and Physics II Lab	5/0	Elie Riachi, elier@fortscott.edu	Yes	Yes
Garden City CC	PHY 206 General Physics II	5	John Cheney, <a href="mailto:john.cheney@qcccks.edu">john.cheney@qcccks.edu</a>	Yes	Yes
Highland CC	PS204	5	NA	NO	

	General Physics II				
Hutchinson CC	PY113/PY113L General Physics II and General Physics II Lab	5	Brian Bird, <a href="mailto:birdb@hutchcc.edu">birdb@hutchcc.edu</a>	Yes	Yes
Independence CC	PHS2055 General College Physics II (includes Lab)	5	Mona Saleh, <a href="mailto:msaleh@indycc.edu">msaleh@indycc.edu</a>	Yes	Yes
Johnson County CC	PHYS131 General Physics II (includes Lab)	5	Larry Weaver, <a href="mailto:lweave11@jccc.edu">lweave11@jccc.edu</a> Sandy Finnicum, <a href="mailto:sfinnicu@jccc.edu">sfinnicu@jccc.edu</a>	Yes	Yes
Kansas City KCC	NASC0232 General Physics II (includes Lab)	5	Chandra Thapa, <a href="mailto:cthapa@kckcc.edu">cthapa@kckcc.edu</a>	Yes	Yes
Labette CC	PHYS205 College Physics II (includes Lab)	5	David Beach, <a href="mailto:davidb@labette.edu">davidb@labette.edu</a>	Yes	Yes
Manhattan Area TC	N/A			NO	
Neosho County CC	PHYS101/PHYS135 Introductory College Physics II and Introductory College Physics II Lab	4/1	Luka Kapkiai, <a href="mailto:lkapkiai@neosho.edu">lkapkiai@neosho.edu</a>	Yes	Yes
North Central KTC	N/A		NA	NO	
Northwest KTC	N/A		NA	NO	
Pratt CC	PHS252 General Physics II	5	NA	NO	
Salina Area TC	NA		NA	NO	
Seward County CC	PS2215 General Physics II Lecture/Lab	5	NA	NO	
Wichita Area TC	PHS125 General Physics II	5	NA	NO	
Emporia St. U.	PH343/PH344 College Physics II/College Physics II Lab	3/2	Jorge Ballester, <a href="mailto:jballest@emporia.edu">jballest@emporia.edu</a>	Yes	Yes
Fort Hays St. U.	PHYS112/PHYS112L Physics II/Physics II Lab	4/1	Gavin Buffington, <a href="mailto:gbuffing@fhsu.edu">gbuffing@fhsu.edu</a>	Yes	Yes
Kansas St. U.	PHYS114 General Physics II (includes Lab)	4	Mick O'Shea, <a href="mailto:mjoshea@ksu.edu">mjoshea@ksu.edu</a>	Yes	Yes
Pittsburg St. U.	PHYS101/PHYS131 College Physics II Elementary Physics II Lab	4/1	David Kuehn, <a href="mailto:dkuehn@pittstate.edu">dkuehn@pittstate.edu</a>	Yes	Yes
U. Of Kansas	PHSX115 College Physics II (includes Lab)	4	Phil Baringer, <a href="mailto:baringer@ku.edu">baringer@ku.edu</a>	Yes	Yes
Washburn U.	PS262 College Physics II College Physics II Lab	5/0	Karen Camarda, <a href="mailto:Karen.camarda@washburn.edu">Karen.camarda@washburn.edu</a>	Yes	Yes
Wichita St. U.	PHYS214/PHYS214L General College Physics II (includes Lab)	5/0	Hamdeh Hussein, <a href="mailto:Hussein.hamdeh@wichita.edu">Hussein.hamdeh@wichita.edu</a>	Yes	Yes

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

**KCOG Learning Outcomes for Physics II + Laboratory**

**KSRN PHY 1201/1202**

Physics II is the continuation of Physics I (KSRN PHY 1101 / 1102) using the tools of algebra and trigonometry. Topics covered in this course will include electricity and magnetism, waves, optics, and an introduction to modern physics.

At the conclusion of KSRN PHY 1201/1202:

- 1 The student will be able to evaluate situations involving Physics II topics by choosing the appropriate conceptual frameworks.
- 2 The student will be able to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics II topics.
- 3 The student will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multi-step problems in Physics II topics, selecting relevant information, selecting an approach to solving the problem and carry out the analysis needed to generate and communicate solution(s).
- 4 The student will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics II topics.

**Comments:**

*See minutes from Physics I/Lab.*

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Political Science**

**Kansas Regents System Number (KRSN) and Title: POL 1121 American Government**

**Date Learning Outcomes Approved or Modified: Friday, October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Michael G. Hall, Wichita State University**

**KBOR Transfer and Articulation Council Liaison/Representative: Terry Calaway, Johnson County Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Pols 111 American Gov't.	3	Jon Wells	Y	Y
Barton County CC	Pols 1800 Gov't in U.S.	3	Skip Elser	Y	Y
Butler CC	Po 141 American Federal Gov't	3	Jeff Cohen	Y	Y
Cloud County CC	SS 140	3	Marquis Clark	Y	Y
Coffeyville CC			Megan Manley	N	
Colby CC	Po 176 American Gov't	3	Mike Thompson	Y	Y
Cowley County CC			Frank Arnold	N	
Dodge City CC	Gov 101	3	Sean Creevey	Y	Y
Flint Hills TC					
Fort Scott CC	Pol 1013 American Gov't	3	Gerald Hart	Y	Y
Garden City CC	Pol 105 American Gov't	3	Leonard Rodenbur	Y	N
Highland CC			Bill Noll	N	
Hutchinson CC	Go 100 American Gov't	3	Femi Ferreira	Y	Y
Independence CC	Pol 1023 American Gov't	3	Ben Seel	Y	N
Johnson County CC	Pols 124 American Nat'l Gov't	3	Marilyn Gaar	Y	Y
Kansas City KCC	Posc 0111 American Gov't	3	Ewa Unoke	Y	Y
Labette CC					
Manhattan Area TC					
Neosho County CC			Mindy Ayers	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC			Gary Damron	N	
Wichita Area TC					

Emporia St. U.	PO 121 American Nat'l Gov't	3	Michael Smith	Y	Y
Fort Hays St. U.	Pols 101 American Gov't	3	Chapman Rackaway	Y	Y
Kansas St. U.	PolSc 115 U.S. Politics	3	Ethan Bernick	Y	Y
Pittsburg St. U.	Pols 101 U.S. Politics	3	Mike Kelley	Y	Y
U. Of Kansas	Pols 110/111 Intro to American Politics	3	Christina Bejarano	Y	Y
Washburn U.					
Wichita St. U.	Pols 121 Intro to American Politics	3	Michael Hall	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

Institutions

1) Identify, distinguish, and analyze the roles, powers, and relationships among the 3 branches of government (legislative/judicial/executive).

Political Behavior

2) Identify forms of political participation, differentiate among organizations engaged in elections, and analyze participation in US democracy.

Public Policy

3) Understand and analyze how policy decisions are made and the impact of policy on the public.

Constitution

4) Explain the origins and the evolution of United States Constitutional Democracy.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Courses to be reviewed at the 2013 Annual Meeting:** review Intro. to Political Science outcomes, examine possible state and local government courses

**Chair for the 2013 Annual Meeting:** Michael Smith, ESU, will chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19,2012**

**Discipline: Political Science**

**Kansas Regents System Number (KRSN) and Title: POL 1101 Introduction to Political Science**

**Date Learning Outcomes Approved or Modified: Friday, October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Michael Hall, Wichita State University**

**KBOR Transfer and Articulation Council Liaison/Representative: Terry Calaway, Johnson County Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives: (A= abstention)**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Not offered		Jon Wells	Y	Y
Barton County CC	Pols 1801 Intro to PS		Skip Elser	Y	N
Butler CC	Not offered		Jeff Cohen	Y	Y
Cloud County CC	Not offered		Marquis Clark	Y	Y
Coffeyville CC			Megan Manley	N	
Colby CC	Not offered		Mike Thompson	Y	Y
Cowley County CC			Frank Arnold	N	
Dodge City CC	Not offered		Sean Creevey	Y	Y
Flint Hills TC					
Fort Scott CC			Gerald Hart	Y	
Garden City CC			Leonard Rodenbur	Y	N
Highland CC			Bill Noll	N	
Hutchinson CC	Not offered		Femi Ferreira	Y	A
Independence CC	Pol 1013 Intro to PS		Ben Seel	Y	Y
Johnson County CC	Pols 122 Intro to PS		Marilyn Gaar	Y	Y
Kansas City KCC	Posc 101 Intro to PS		Ewa Unoke	Y	Y
Labelle CC					
Manhattan Area TC					
Neosho County CC	Sosc 101 Intro to PS		Mindy Ayers	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC			Gary Damron	N	

Wichita Area TC					
Emporia St. U.	Po 100 Intro to PS		Michael Smith	Y	Y
Fort Hays St. U.	Pols 100 Orientation		Chapman Rackaway	Y	Y
Kansas St. U.	Polsc 110 Intro to PS		Ethan Bernick	Y	Y
Pittsburg St. U.	Pols 270 Intro to PS		Mike Kelley	Y	Y
U. Of Kansas	Not offered		Christina Bejarano	Y	Y
Washburn U.					
Wichita St. U.	Not offered		Michael Hall	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

### **Core Outcomes**

#### **4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

1. Exhibit an understanding of the meaning of politics and how the political system differs from other aspects of society (culture, economics, religious).
2. Explain the nature and characteristics of political science as a social science.
3. Demonstrate an awareness of the different specializations in political science.
4. Understand the ideas and concepts that shape the study of political science.

### **Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

The committee recommends that the next committee to discuss core outcomes for political science courses the following years reconsider the core outcomes listed for Introduction to Political Science as its first order of business. The next order of business should be developing core outcomes for courses on State and Local Government.

The committee appends the following material to encourage discussion on core outcomes for Introduction to Political Science. Each point immediately below is a set of elements and concepts that exemplify what material is to be covered for each of the core outcomes listed above.

1. Elements: Ubiquity of politics, Govt., State, Nation, Authority, Power, Control, Influence
2. Elements: how to think about political science, methods of political science (argument based on empiricism, logic, rationality), science versus humanities (from Apter)
3. Elements: Political thought and theory, comparative politics, international politics, American politics, area studies, methodology
4. Elements: Political ideologies, govt. types, legislatures, executives/bureaucracy, how authority is exercised, role of the citizen, elections and electoral systems, public policy differences and consequences



Below is a list of alternative outcomes expectations provided by one of the community colleges represented at the meeting. These points may also be helpful for further discussion of core outcomes in Introduction to Political Science.

**Sample Expected Learner Outcomes:**

- A. To explain the nature of Political Science
- B. To discuss the research methodology used within the discipline
- C. To develop critical and analytic skills utilized in Political Science
- D. Understand the polity as an inseparable part of the social totality.
- E. Recognize and differentiate the major elements of the existing political traditions in the West
- F. Discuss the elements and processes of different political systems.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Psychology**

**Kansas Regents System Number (KRSN) and Title: PSY 1101 Introduction to Psychology**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Bruce Warner, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Jacee Tice, North Central Kansas Technical College, Jennifer Brown, North Central Kansas Tech. College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	PSY 101 General Psychology	3	Amy Pietan	Y	Y
Barton County CC	PSYC 1000 General Psychology	3	Rick Bealer and Dee McKee	Y	Y
Butler CC	BS 160 General Psychology	3	Jeff Cole and Ruth Wallace	Y	Y
Cloud County CC	SS 101 General Psychology	3	Beth Whisler	Y	Y
Coffeyville CC	PSYC 101 General Psychology	3	Mike Arpin	Y	Y
Colby CC	PS 176 General Psychology	3	Ryan Hale	Y	Y
Cowley County CC	PSY 6711 General Psychology	3	Cathy Hendricks	Y	Y
Dodge City CC	PSY 101 General Psychology	3	Mark Mach	Y	Y
Flint Hills TC	PY 100 Introduction to Psychology	3	Susan Fowler	Y	Y
Fort Scott CC	PSY 1013 General Psychology	3	Deborah Allen	Y	Y
Garden City CC	PSYC 101 General Psychology	3	Tammy Hutcheson	Y	Y
Highland CC	PSY 101 General Psychology	3	Erin Enneking	Y	Y
Hutchinson CC	PS100 General Psychology	3	Ellen Blair	Y	Y
Independence CC	BEH 1003 General Psychology	3	Debra Havener	Y	Y
Johnson County CC	PSYC 130 Introduction to Psychology	3	Jim Pettitt	Y	Y
Kansas City KCC	PSYC 101 Psychology	3	Antonio Cutulo-Ring	Y	Y
Labelle CC	PSYCH 101 General Psychology	3	Mark Watkins	Y	Y
Manhattan Area TC	PSY 100 General Psychology	3	Dan Kirkpatrick	Y	Y
Neosho County CC	PSYC 155 General Psychology	3	Larry Anderson	Y	Y
North Central KTC	SS 100 General Psychology	3	Jennifer Brown	Y	Y
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC	BH 1303 General Psychology	3	Katy Redd	Y	Y

Wichita Area TC					
Emporia St. U.	PY 100 Introductory Psychology	3	Brian Schrader	Y	Y
Fort Hays St. U.	PSY 100 General Psychology	3	Jennifer Bonds-Raacke and April Park	Y	Y
Kansas St. U.	PSYCH 110 General Psychology	3	Don Saucier	Y	Y
Pittsburg St. U.	PSYCH 155 General Psychology	3	Bruce Warner	Y	Y
U. Of Kansas			Ruth Ann Atchley	N	
Washburn U.	PY 100 Basic Concepts in Psychology	3	Michael McGuire	Y	Y
Wichita St. U.	PSYCH 111 General Psychology	3	Paul Ackerman	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of PSY 1101, Introduction to Psychology, students will be able to:

1. Identify historical foundations and current trends in psychology.
2. Distinguish methods of research in psychology.
3. Identify the biological basis of behavior including physiology of the brain.
4. Distinguish principles and theories of learning and cognition.
5. Recognize theories and applications of motivation and emotion.
6. Demonstrate an understanding of human life span development.
7. Identify the major theories of personality.
8. Recognize categories of psychological disorders and treatments.
9. Recognize the major theories and findings in social psychology.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Psychology**

**Kansas Regents System Number (KRSN) and Title: PSY 1102 Lifespan Developmental Psychology**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Bruce Warner, Pittsburg State University**

**KBOR Transfer and Articulation Council Representative: Jacee Tice, North Central Kansas Technical College, Jennifer Brown, North Central Kansas Tech. College**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	PSY 263 Developmental Psychology	3	Amy Pietan	Y	Y
Barton County CC	PSYC 1014 Developmental Psychology	3	Rick Bealer and Dee McKee	Y	Y
Butler CC	BS 260 Developmental Psychology	3	Jeff Cole and Ruth Wallace	Y	Y
Cloud County CC	SS 105 Human Growth and Development	3	Beth Whisler	Y	Y
Coffeyville CC	PSYC-102 Developmental Psychology	3	Mike Arpin	Y	Y
Colby CC	PS 276 Developmental Psychology	3	Ryan Hale	Y	Y
Cowley County CC	PSY 6712 Developmental Psychology	3			
Dodge City CC	PSY 102 Human Growth and Development <i>PSY 202 Developmental Psychology is also a lifespan course</i>	3	Mark Mach	Y	Y
Flint Hills TC					
Fort Scott CC	PSY 1023 Developmental Psychology	3	Deborah Allen	Y	Y
Garden City CC	EDUC 110 Developmental Psychology	3	Tammy Hutcheson	Y	Y
Highland CC	PSY 205 Human Growth and Development	3	Erin Enneking	Y	Y
Hutchinson CC	PS 102 Human Growth and Development	3	Ellen Blair	Y	Y
Independence CC	BEH 2003 Developmental Psychology	3	Debra Havener	Y	Y
Johnson County CC	PSYC 203 Human Development	3	Jim Pettitt	Y	Y
Kansas City KCC	PSYCH 203 Human Development	3	Antonio Cutulo-Ring	Y	Y
Labelle CC	PSYCH 201 Developmental Psychology	3	Mark Watkins	Y	Y
Manhattan Area TC	PSY 125 Human Growth and Development	3	Dan Kirkpatrick	Y	Y
Neosho County CC	PSYC 263 Developmental Psychology	3	Larry Anderson	Y	Y
North Central KTC	SG-105 Human Growth and Development	3	Jennifer Brown	Y	Y

Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC	BH 2303 Developmental Psychology	3	Katy Redd	Y	Y
Wichita Area TC					
Emporia St. U.	PY 210 Developmental Psychology (for majors) PY 211 Developmental Psychology (for non-majors)	3	Brian Schrader	Y	Y
Fort Hays St. U.	PSY 400 Child and Development Psychology	3	Jennifer Bonds-Raacke and April Park	Y	Y, as elective only
Kansas St. U.	n/a		Don Saucier	Y	Y
Pittsburg St. U.	PSYCH 263 Developmental Psychology	3	Bruce Warner	Y	Y
U. Of Kansas			Ruth Ann Atchley	N	
Washburn U.	PY 209 Psychological Development Through the Life-Span	3	Michael McGuire	Y	Y
Wichita St. U.	PSYCH 325 Developmental Psychology	3	Paul Ackerman	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of PSY 1102, Lifespan Developmental Psychology, students will be able to:

1. Differentiate developmental theories and research methods.
2. Describe social and emotional development throughout the life span.
3. Recognize cognitive and neurological development throughout the life span.
4. Identify physical development throughout the lifespan.
5. Analyze the processes of death and dying.

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

The course PSY 400 (Child and Development Psychology) at Fort Hayes State University is an upper level core course in their program. The Fort Hayes representatives voted to accept the Regents System course as an elective, rather than a substitute for their core course.

**Meeting Notes:**

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

Last year (2011), committee members were asked to consult with their respective departments/units

concerning the feasibility of developing a new psychology major orientation course or adapting a current course and accepting transfer credit for an equivalent course. At the current meeting, the consensus was that representatives from four-year institutions needed further discussion with their departments regarding the psychology as a major course, because this is typically a core course within the major. Two year institutions may have staffing and other concerns for the development of a new one-hour course and would need to know that four-year institutions would accept the credit before considering legislating and developing such a course. B. Warner reported that the Department of Psychology and Counseling at PSU had voted to accept one hour of transfer credit for the psychology as a major course, provided that the Core Outcomes Group voted in favor of the course in the future.

**b. Course /core outcomes discussion**

Members engaged in cooperative and fruitful discussions concerning the core learning outcomes for General Psychology and Lifespan Developmental Psychology. The group decided to review and revise the existing outcomes for each course rather than develop entirely new outcomes from scratch.

**c. Actions taken**

The group revised the core learning outcomes for General Psychology as follows.

Upon completion of PSY 1101, Introduction to Psychology, students will be able to:

1. Identify historical foundations and current trends in psychology.
2. Distinguish methods of research in psychology.
3. Identify the biological basis of behavior including physiology of the brain.
4. Distinguish principles and theories of learning and cognition.
5. Recognize theories and applications of motivation and emotion.
6. Demonstrate an understanding of human life span development.
7. Identify the major theories of personality.
8. Recognize categories of psychological disorders and treatments.
9. Recognize the major theories and findings in social psychology.

The changes received unanimous support from the group.

The group also revised the core learning outcomes for Lifespan Developmental Psychology as follows.

Upon completion of PSY 1102, Lifespan Developmental Psychology, students will be able to:

1. Differentiate developmental theories and research methods.
2. Describe social and emotional development throughout the life span.
3. Recognize cognitive and neurological development throughout the life span.
4. Identify physical development throughout the lifespan.
5. Analyze the processes of death and dying.

The revisions received unanimous acceptance. The Fort Hayes representative voted to accept the course as elective credit only, given that their Developmental Psychology course is senior-level core course.

Bruce Warner was elected to serve again in 2013 as Facilitator.

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

The group discussed revisions of current core outcomes Early Childhood Development, which had been developed a number of years ago by the Psychology Core Outcomes Group. Some of the representatives from institutions having the course expressed reluctance to revise core outcomes for a course that they did not teach. It was decided that decisions regarding these outcomes should be deferred to a future meeting in which each institution, if possible, sends a representative who is familiar with the Early Childhood Development course. As facilitator, I would recommend that the current outcomes and transfer agreement be retained for Early Childhood Development until a new set of representatives having the correct expertise is called in October of 2013. The outcomes, as already written, will not likely need major overhauling.

Regarding the Psychology as Major Course, the facilitator will poll the representatives from four-year institutions in February regarding whether each department would accept transfer credit for such a course and report on the results of the poll in the spring. An affirmative response to the poll would set the stage for further discussion in October of 2013.

**Attachments:**

Individual meeting report and course numbers for General Psychology with votes (separate file)

Individual meeting report and course numbers for Lifespan Developmental Psychology with votes (separate file)

Meeting roster originals for General Psychology

Meeting roster originals for Lifespan Developmental Psychology

Minutes from Jacee Tice

**Courses to be reviewed at the 2013 Annual Meeting:** Early Childhood Development

**Chair for the 2013 Annual Meeting:** Bruce Warner, PSU, will chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Sociology**

**Kansas Regents System Number (KRSN) Course and Title: SOC 1101-Introduction to Sociology**

**Date Learning Outcomes Approved or Modified: 2004**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Stu Shafer, Johnson County Community College**

**KBOR Transfer and Articulation Council Representative: Kim Krull, Cloud Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Intro to Sociology 102	3	William Dodd, wdodd@allencc.edu	Y	Y
Barton County CC	Intro to Sociology 1100	3	Art Holm, Holma@Bartonccc.edu	Y	Y
Butler CC	BS105 Intro to Sociology	3	Dan Muhwezi, dmuhwezi@butlercc.edu	Y	Y
Cloud County CC	SS130Intro to Sociology	3	Ashley Douglas, adouglas@cloud.edu	Y	Y
Coffeyville CC	SOC101 Intro to Sociology	3	Ryan McCune, ryanm@coffeyville.edu	Y	Y
Colby CC					
Cowley County CC			Cathy Hendricks, Hendricks@cowley.edu		
Dodge City CC	Principles of Sociology I	3	Rodney Clayton, rclayton@dc3.edu	Y	Y
Flint Hills TC					
Fort Scott CC			Gerald Hart, geraldh@fortscott.edu		
Garden City CC	SOCI 102-Intro to Sociology	3	Greg Thomas, greg.thomas@gcccks.edu	Y	Y
Highland CC			cverschelden@highlandcc.edu		
Hutchinson CC	SO 100, Fundamentals of Sociology	3	Jonathan Treas, treasj@hutchcc.edu	Y	Y
Independence CC			Mark Harris, mharris@indycc.edu		
Johnson County CC	SOC 122, Intro to Sociology	3	Stu Shafer, sshafer@jccc.edu	Y	Y
Kansas City KCC	SOSC-0107, Intro to Sociology	3	Daryl Long, dlong@kckcc.edu	Y	Y
Labette CC	SOCI 101 Sociology	3	Kalynn Amundson, kalynnh@labette.edu	Y	Y
Manhattan Area TC	SOC 100, Intro to Sociology	3	Joel Lundstrum, joellundstrom@matc.net	Y	Y
Neosho County CC	SOSC 100, Intro to Sociology	3	Mark Eldridge, meldridge@neosho.edu	Y	Y
North Central KTC	SOC 135, Sociology	3	Rene Meyers, rmeyers@ncktc.edu	Y	Y
Northwest KTC					
Pratt CC	SOC 176, Intro to Sociology	3	David Cramer, davidc@prattcc.edu	Y	Y
Salina Area TC					
Seward County CC			Katy Redd, katy.redd@sccc.edu		
Wichita Area TC					
Emporia St. U.	SO 101, Intro to Sociology	3	Rochelle Rowley, rrowley1@emporia.edu	Y	Y
Fort Hays St. U.	SOC 140, Intro to Sociology	3	Brett Zollinger, bzollinger@fhsu.edu	Y	Y
Kansas St. U.	SOCIO 211, Intro to Sociology	3	Richard Goe, goe@ksu.edu	Y	Y
Pittsburg St. U.	SOC 100, Intro to Sociology	3	Marjorie Donovan,	Y	Y



			<a href="mailto:mdonovan@pittstate.edu">mdonovan@pittstate.edu</a>		
U. Of Kansas	SOC 104, Elements of Sociology	3	Joey Sprague, jsprague@ku.edu	Y	Y
Washburn U.	SO 100, Intro to Sociology	3	Sangyoub.park@washburn.edu	Y	Y
Wichita St. U.	SOC 111, Intro to Sociology	3	Jodie Hertzog, jodie.hertzog@wichita.edu	Y	Y

**Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.**

**Others attending:**

**Nita Jackson, njackson@butlercc.edu**

**Core Outcomes:**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

*Upon completion of KSRN SOC 1101-Introduction to Sociology, students will be able to:*

1. *Define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).*
2. *Recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, PostModernism.*
3. *Give an example of how systems of social stratification (e.g., class, race, gender, sexuality, age) organize the distribution of social advantages and disadvantages.*
4. *Describe the relationship between social structure and individual behavior.*
5. *Distinguish between qualitative and quantitative approaches to conducting sociological research.*
6. *Define the major components of culture, including the role of socialization, social norms and deviance.*
7. *Give an example of the social causes and consequences of a major social change (e.g. globalization, environment, technology, population shifts).*

**Minutes/Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

**Meeting of Kansas Core Outcomes Group for Sociology**

**Kanas State University**

**K-State Union 207**

**October 19, 2012**

**12:30 – 3:00 PM**

Co-chairs Stu Shafer and Joey Sprague opened the meeting by welcoming the representatives from each institution and explaining the objectives of the meeting – to identify a set of Sociology courses

that are transferrable across all Regents' institutions in Kansas and develop a set of student learning outcomes (SLOs) for each course. The SLOs should serve as a guide for instructional activities. The set of courses and SLOs must be approved by the majority of state institutions that offer Sociology courses. Shafer explained the voting rules and what constitutes a majority. At least 4 of the 7 four year institutions must approve as well as 18 of the 25 two year institutions.

As proposed in prior meetings, the committee unanimously agreed that Introduction to Sociology should be the first course to be placed on the list. The committee was divided into break-out groups and asked to develop a list of SLOs for Introduction to Sociology that was consistent with the language of the SLO Development Guide. From this exercise, a set of SLOs was proposed to the co-chairs and then refined through group discussion. This included the following SLOs:

*Upon completion of KSRN SOC 1101-Introduction to Sociology, students will be able to:*

8. *Define social institution and identify the five major social institutions in contemporary societies (Family, State, Economy, Religion, Education).*
9. *Recognize the main ideas of three of the following theoretical paradigms: Functionalism, Conflict Theory, Symbolic Interactionism, PostModernism.*
10. *Give an example of how systems of social stratification (e.g., class, race, gender, sexuality, age) organize the distribution of social advantages and disadvantages.*
11. *Describe the relationship between social structure and individual behavior.*
12. *Distinguish between qualitative and quantitative approaches to conducting sociological research.*
13. *Define the major components of culture, including the role of socialization, social norms and deviance.*
14. *Give an example of the social causes and consequences of a major social change (e.g. globalization, environment, technology, population shifts).*

Key points of debate in the discussion concerned:

#1 – Should the list of major social institutions include more than the 5 listed? (e.g. the Media) What should be the frame of reference for the institutions considered? The term “contemporary societies” was added to ensure the frame of reference was more inclusive and not limited to developed Western societies.

#2 – Is Functionalism is still a viable theoretical paradigm? Is Post-Modernism a theoretical paradigm or a mode of analysis? Should it be included in the list? The SLO was designed to provide some flexibility and incorporate different views on which paradigms should be covered.

#3 -- What dimensions of social inequality should be included? Should this necessarily include race, class & gender? Or, should additional dimensions also be considered? The SLO was designed to provide some flexibility on this issue?

#5 – What should students be expected to know about sociological research methods after taking Intro. to Sociology? Should they be assessed on this topic? It was agreed that they should be able to at least distinguish the quantitative and qualitative approaches to conducting sociological research.

#7 – Should students be able to identify the causes of a specific form of social change? Or, should they be able to identify the consequences of it? Or, both?

Pending further refinements in the wording, the committee voted to approve the list of the 7 SLOs for Introduction to Sociology.

Shafer and Sprague proposed that Social Problems and an introductory course in Social Inequality be added the list of courses and be developed at the next annual meeting.

Richard Goe from Kansas State University was elected as the new committee chair for the forthcoming year.

The meeting was adjourned at 3:00 PM.

**Courses to be reviewed at the 2013 Annual Meeting:** Social Problems and an introductory course in Social Inequality

**Chair for the 2013 Annual Meeting:** Richard Goe, from Kansas State University, will chair for 2013.

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report  
October 19, 2012**

**Discipline: Theatre**

**Kansas Regents System Number (KRSN) and Title: THT 1101 Theatre Appreciation**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Lawrence Alford, Fort Scott Community College**

**KBOR Transfer and Articulation Council Liaison/Representative: Jackie Vietti, Butler Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	THE 101	3	Tony Piazza	Y	Y
Barton County CC	THEA 1300	3	Erin Renard	Y	Y
Butler CC	TA 206	3	Bob Peterson	Y	Y
Cloud County CC	CM 140	3	Susan Sutton	Y	Y
Coffeyville CC	THTR 160	3	Kerri Hurley	Y	Y
Colby CC					
Cowley County CC	THE 2730	3	Scott MacLaughlin	Y	Y
Dodge City CC					
Flint Hills TC					
Fort Scott CC	DRA 1313	3	Lawrence Alford	Y	Y
Garden City CC					
Highland CC					
Hutchinson CC	TH 115	3	Charlene Widener	Y	Y
Independence CC	THR 1013	3	Jon Sidoli	Y	Y
Johnson County CC	Intro to Theatre	3	Jin Lane	Y	Y
Kansas City KCC	THTR 101	3	Charles Leader	Y	Y
Labelle CC					
Manhattan Area TC					
Neosho County CC	Comm 105	3	Emily Kasprzak	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC	DRM 131	3	Misty Beck	Y	Y
Salina Area TC					
Seward County CC	DR 2203	3	Alison Chambers	Y	Y
Wichita Area TC					

Emporia St. U.	TH 105	3	Nancy J Pontius	Y	Y
Fort Hays St. U.	Comm 120	3	Tomme Williams	Y	Y
Kansas St. U.	Do Not Teach	NA	John Uthoff	Y	Y
Pittsburg St. U.	Comm 105	3	Cynthia Allan	Y	Y
U. Of Kansas	THR 100	3	Jeanne Klein	Y	Y
Washburn U.					
Wichita St. U.	AOT 143	3	Tom Frye	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

**Core Outcomes**

**4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

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

**Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

See the 2012 Core Outcomes Project Minutes

**Outcomes approved by TAAC on 12/20/12**

**Kansas Core Outcomes Group Annual Meeting Report**

**Discipline: Theatre**

**Kansas Regents System Number (KRSN) and Title: THT 1201 Acting I**

**Date Learning Outcomes Approved or Modified: October 19, 2012**

**Kansas Core Outcomes Group Participants**

**Chair/Facilitator(s): Lawrence Alford, Fort Scott Community College**

**KBOR Transfer and Articulation Council Liaison/Representative: Jackie Vietti, Butler Community College**

**Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

<b>Institution</b>	<b>Course Number and Title</b>	<b>Cr. Hrs.</b>	<b>Voting Faculty Member</b>	<b>Present Y or N</b>	<b>Vote Y or N</b>
Allen County CC	Acting I	3	Tony Piazza	Y	Y
Barton County CC	Acting I THEA 1302	3	Erin Renard	Y	Y
Butler CC	Acting I TH 110	3	Bob Peterson	Y	Y
Cloud County CC	Acting I	3	Susan Sutton	Y	Y
Coffeyville CC	Fund. of Acting	3	Kerri Hurley	Y	Y
Colby CC					
Cowley County CC	Acting I THE 2735	3	Scott MacLaughlin	Y	Y
Dodge City CC					
Flint Hills TC					
Fort Scott CC	Acting I DRA 1013	3	Lawrence Alford	Y	Y
Garden City CC					
Highland CC					
Hutchinson CC	Acting I TH 116	3	Charlene Widener	Y	Y
Independence CC	Acting I	3	Jon Sidoli	Y	Y
Johnson County CC	Acting I THE 130	3	Jin Lane	Y	Y
Kansas City KCC	Acting I THTR 115	3	Charles Leader	Y	Y
Labelle CC					
Manhattan Area TC					
Neosho County CC	Fund. Of Acting COMM 120	3	Emily Kasprzak	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC	DRM123	3	Misty Beck	Y	Y
Salina Area TC					
Seward County CC	Acting I	3	Alison Chambers	Y	Y
Wichita Area TC					

Emporia St. U.	Acting I TH121	3	Nancy J Pontius	Y	Y
Fort Hays St. U.	Acting #122 THER	3	Tomme Williams	Y	Y
Kansas St. U.	Fund of Acting THTRE 261	NA	John Uthoff	Y	Y
Pittsburg St. U.	Acting Studies COMM 254	3	Cynthia Allan	Y	Y
U. Of Kansas	Acting I THR 106	3	Jeanne Klein	Y	Y
Washburn U.					
Wichita St. U.	Acting I #243	3	Tom Frye	Y	Y

***Failure to participate in the articulation of course outcomes will be taken as agreement (recorded as a yes vote) with any actions approved at the KCOG meeting.***

### **Core Outcomes**

#### **4-6 specific, measurable learning outcomes expected of every student that completes the course**

Upon completion of this course, students will be able to:

1. Apply acting terminology.
2. Utilize the actor's instrument.
3. Demonstrate a systematic approach to acting.
4. Analyze a script for performance.

### **Comments:**

*Information contained in this section shall not exempt any institution from honoring equivalencies which have been approved as transferable across the system of Kansas public and municipal colleges and universities.*

See the 2012 Core Outcomes Project Minutes

### **Minutes: Meeting Notes:**

- A. Discussion over the morning's general meeting and the goals that KBOR wants us to cover in our breakout session. Jackie Vietti answered questions from the group and directed us to go over the core outcomes that were agreed upon for Theatre Appreciation.
- B. Course/core outcomes discussion:  
 Course: Theatre Appreciation (3 credit)  
 We looked at each of the core outcomes that had been previously agreed upon and modified in the 2009 KCOG meeting. After much discussion and debate over the core outcomes the group agreed and voted unanimously on the following core outcomes for Theatre Appreciation.
  1. Classify and define theatre terminology, concepts and elements.
  2. Analyze and evaluate plays and performances.
  3. Identify and describe historical and cultural contexts of theatre.
  4. Explain the collaborative nature of theatre.
- C. The group moved on to discussion of Acting I. The core outcomes had been decided upon in previous meetings and after debate and discussion of what our expectations were for a student's completing this

course at two(2) or four(4) year institutions, we agreed upon the following core outcomes for Acting I (3 credit).

1. Apply acting terminology.
2. Utilize the actor's instrument.
3. Demonstrate a systematic approach to acting.
4. Analyze a script for performance.

D. There was discussion of core outcomes for Acting II but as there was some trepidation as to whether the correct faculties were present to discuss this course. We decided to take up this action through email, however the decision to vote on Acting II electronically did not pass the vote and it was agreed to put this on the agenda for next year.

E. We agreed that the following courses would be up for discussion at next year's meeting; Acting II, Theatre Practicum, Stage Crafts. Faculties from both performance and technical course offerings will either be present or will have given their recommendations to the voting faculty member present. Our future discussions of course core outcomes center around; Intro to Design, Voice and Diction, Movement and Improvisation. Lawrence Alford agreed to remain chair for the 2013 KCOG meeting to be held at Kansas State at a date to be determined.

**Courses to be reviewed at the 2013 Annual Meeting:** Acting II, Theatre Practicum, Stage Crafts

**Chair for the 2013 Annual Meeting:** Lawrence Alford agreed to remain chair for the 2013 KCOG meeting.

**Outcomes approved by TAAC on 12/20/12**