



KANSAS CORE OUTCOMES GROUPS CONFERENCE

October 8, 2021

2021 KCOG ANNUAL REPORT

★ LEADING HIGHER EDUCATION ★

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New Courses are underlined.

Please contact Karla Wiscombe, Transfer Coordinator for the Kansas Board of Regents, with questions or suggestions regarding this report at 785-430-4282, or kwiscombe@ksbor.org.

Institutional abbreviations used throughout the report:

CC=Community College

TC=Technical College

U=University

BACKGROUND

The Kansas Core Outcomes Project was initiated in 1999 by the Kansas Council of Instructional Administrators (KCIA), whose goal was to develop core outcomes and competencies for general education courses at the state's colleges and universities.

In June of 2012, the Kansas Board of Regents authorized the Transfer and Articulation Council (TAAC) as the body responsible for creating structures and processes that facilitate student transfer and degree completion within Kansas public higher education. TAAC utilized the structure of the faculty led Kansas Core Outcomes Groups (KCOG) to create additional discipline groups and facilitate annual meetings for articulating common core outcomes for systemwide transfer.

2021 KCOG Disciplines and Courses Summary

Discipline	Course Reviewed	KCOG Chairs	TAAC Approved	Board Approved
Biology	Anatomy & Physiology & Lab-5 hrs Anatomy & Physiology & Lab-8 hrs <u>Microbiology & Lab</u>	Mary Scott, DCCC and Melissa Bailey, ESU	12/08/2021 12/08/2021 11/10/2021	N/A N/A 12/15/2021
Business	Introduction to Business <u>Business Law</u>	Renee Harbin, GCCC and Steven Lovett, ESU	12/08/2021 11/10/2021	N/A 12/15/2021
Education	Introduction to Education <u>Educating Exceptional Students</u>	Todd Goodson, K-State and Rebecca Bilderback, Allen CC	12/08/2021 11/10/2021	N/A 12/15/2021
Gender Studies	Introduction to Women's Studies	Nathan Swink, Butler CC and Sharon Sullivan, Washburn	12/08/2021	N/A
Geography	World Regional Geography	Isaias McCaffery, Independence CC and Douglas Allen, ESU	12/08/2021	N/A
Health Sciences	First Aid & CPR Medical Terminology <u>Prevention & Care of Athletic Injuries</u>	Jacob Weber, FHSU, Julia Bichelmeyer, KCKCC, Ron Wollenhaupt, KCKCC and Mark Kohls, Washburn	12/08/2021 12/08/2021 11/10/2021	N/A N/A 12/15/2021
Math	College Algebra Contemporary/Essential Math General/Business Calculus	Tim Flood, PSU, Paul Walcher, NCCC, and James Knapp, SATC; Ralph Gouvion, Labette CC	12/08/2021 12/08/2021 12/08/2021	N/A N/A N/A
Political Science	<u>State & Local Government</u>	Michael Smith, ESU and Benjamin Seel, Independence CC	11/10/2021	12/15/2021
Psychology	Human Lifespan/Devel. Psychology Introduction to Psychology	Jennifer Smith, Washburn	12/08/2021 12/08/2021	N/A N/A
Sociology	<u>Cultural Diversity & Ethnicity</u>	Marche Fleming-Randle, WSU and Cheree Anthony- Encapera, Butler CC	11/10/2021	12/15/2021

TRANSFER AND ARTICULATION COUNCIL MEMBERS FOR 2021-22

<i>Name</i>	<i>Institution</i>
Jon Marshall	Allen Community College
Phil Speary	Butler Community College
Jane Holwerda	Dodge City Community College
Shelly Gehrke	Emporia State University
Tricia Parks	Flint Hills Technical College
Marcus Porter	Fort Hays State University
Ryan Ruda	Garden City Community College
Eric Ketchum	Highland Community College
Tricia Paramore	Hutchinson Community College
Tiffany Bohm, Co-Chair	Kansas City Kansas Community College
Anne Phillips	Kansas State University
Scott Tanona	Kansas State University
Sarah Robb	Neosho County Community College
Melinda Roelfs	Pittsburg State University
Peter Chung	Pittsburg State University
Casey Fraites-Chapes, Co-Chair	University of Kansas
Jon Brumberg	University of Kansas
Jennifer Ball	Washburn University
Linnea GlenMaye	Wichita State University
Jennifer Seymour	Wichita State University Campus of Applied Sciences and Technology
Karla Wiscombe	Kansas Board of Regents
Amy Robinson	Kansas Board of Regents
April Henry	Kansas Board of Regents
Lisa Beck	Kansas Board of Regents
Samantha Christy-Dangermond	Kansas Board of Regents
Tara Lebar	Kansas Board of Regents
Nikkolas Nelson	Kansas Department of Education
Regent Shelly Kiblinger	KBOR Board Member
Niya McAdoo	Student Advisory Committee Representative
Kaedra Brenner	Student Advisory Committee Representative

INSTITUTIONS AND NUMBER OF FACULTY PARTICIPATING

<i>Institution</i>	<i>Total Faculty Participating</i>
Allen Community College	10
Barton Community College	13
Butler Community College	20
Cloud County Community College	19
Coffeyville Community College	9
Colby Community College	8
Cowley Community College	13
Dodge City Community College	13
Fort Scott Community College	11
Garden City Community College	13
Highland Community College	9
Hutchinson Community College	18
Independence Community College	10
Johnson County Community College	14
Kansas City Kansas Community College	18
Labette Community College	12
Neosho County Community College	14
Pratt Community College	10
Seward County Community College	10
Flint Hills Technical College	8
Manhattan Area Technical College	3
North Central Kansas Technical College	9
Northwest Kansas Technical College	4
Salina Area Technical College	5
Wichita State University – Tech	10
Emporia State University	18
Fort Hays State University	19
Kansas State University	21
Pittsburg State University	16
University of Kansas	15
Wichita State University	14
Washburn University	18

TOTAL 404

REPORTS

The following reports indicate the results of the 2021 meeting and work completed afterward by the Transfer and Articulation Council.

The notes/comments sections constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The information contained in the notes 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.

Date: 10/08/2021

Discipline: Biology

Kansas Regents System Number (KRSN) and Title: BIO2020 Anatomy and Physiology and Lab – 5 Cr Hr

Co-Chairs: Mary Scott, DCCC and Melissa Bailey, ESU

Transfer and Articulation Council Liaison(s): Peter Chung, PSU; Sarah Robb, Neosho CCC; Tricia Paramore, Hutchinson CC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

ANATOMY AND PHYSIOLOGY AND LAB - 5 CREDIT HOURS					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	BIO 257 5 Hours	HUMAN ANATOMY AND PHYSIOLOGY	Travis Robb robb@allencc.edu	Y	Y
Barton CC	LIFE 1408 5 Hours	ANATOMY AND PHYSIOLOGY	Oleg Ravitskiy ravitskiyo@bartonccc.edu	Y	Y
Butler CC	BI 240 5 Hours	ANATOMY AND PHYSIOLOGY	Jordnn Cogan jcogan2@butlercc.edu Kerry Fahnestock khale1@butlercc.edu	Y	Y
Cloud County CC	SC 126 5 Hours	ANATOMY AND PHYSIOLOGY	Taryn Cipra tcipra@cloud.edu Joshua Urban jurban@cloud.edu	Y	Y
Coffeyville CC	BIOL 203 5 Hours	ANATOMY & PHYSIOLOGY	Pam Oliver oliver.pam@coffeyville.edu	Y	Y
Colby CC	BI 278 5 Hours	ANATOMY AND PHYSIOLOGY (WITH LAB)	Michael Samuels michael.samuels@colbycc.edu	Y	Y
Cowley CC	BIO 4150 5 Hours	HUMAN ANATOMY AND PHYSIOLOGY	Michelle Lett michelle.lett@cowley.edu	Y	Y
Dodge City CC	ZOO 205 5 Hours	ANATOMY PHYSIOLOGY	Mary Scott mScott@dc3.edu	Y	Y
FSCC	BIO 1255 5 Hours	ANATOMY AND PHYSIOLOGY WITH LAB	Rachel Stauffer rachels@fortscott.edu	Y	Y
Garden City CC	BIOL-210 5 Hours	ANATOMY AND PHYSIOLOGY	Elizabeth Tharman elizabeth.tharman@gcccks.edu	Y	Y
Highland CC				Y	Y
Hutchinson CC	BI 103 6 Hours	HUMAN ANATOMY AND PHYSIOLOGY	Michelle Carey careym@hutchcc.edu	Y	Y
Independence CC	BIO 2045 5 Hours	ANATOMY AND PHYSIOLOGY	Thomas Weaver tweaver@indycc.edu	N	Y

JCCC	BIOL 144 5 Hours	HUMAN ANATOMY AND PHYSIOLOGY		N	Y
KCKCC	BIOL 0143 5 Hours	HUMAN ANATOMY AND PHYSIOLOGY	Ladrian Brown lbrown@kckcc.edu Alphonse Mendy amendy@kckcc.edu	Y	Y
Labette CC	BIOL 130 5 Hours	ANATOMY AND PHYSIOLOGY	Daudi Langat daudil@labette.edu	Y	Y
Neosho County CC	BIOL 257 3 Hours AND BIOL 258 2 Hours	HUMAN ANATOMY AND PHYSIOLOGY & HUMAN ANATOMY AND PHYSIOLOGY LAB	Mike Campbell mcampbell@neosho.edu Sarah Robb (liaison) sarah_robb@neosho.edu	Y	Y
Pratt CC	BIO 278 5 Hours	ANATOMY AND PHYSIOLOGY	Jason Ghumm jasong@prattcc.edu	Y	Y
Seward County CC	BI 2115 5 Hours	ANATOMY AND PHYSIOLOGY LECTURE/LAB	Donald Hayes donald.hayes@sccc.edu	Y	Y
FHTC	BI 202 3 Hours AND BI 203 2 Hours	ANATOMY AND PHYSIOLOGY & ANATOMY AND PHYSIOLOGY LAB	Erica Huggard ehuggard@fhct.edu	Y	Y
MATC	BSC 125A 2.5 Hours AND BSC 125B 2.5 Hours OR BSC 125 5 Hours	ANATOMY AND PHYSIOLOGY & ANATOMY AND PHYSIOLOGY OR ANATOMY AND PHYSIOLOGY	Matt Schacht matthewschacht@manhattantech.edu	Y	Y
NCK Tech	BIOL 230 5 Hours	ANATOMY & PHYSIOLOGY	Kathleen Albert kalbert@ncktc.edu	N	Y
NWKTC	BIO 290 5 Hours	ANATOMY AND PHYSIOLOGY	Lisa Blair lisa.blair@nwktc.edu	Y	Y
SATC	BIO 150 5 Hours	HUMAN ANATOMY & PHYSIOLOGY	Nicole Welshans nicole.welshans@salinatech.edu	Y	Y
WSU Tech	BIO 150 5 Hours	HUMAN ANATOMY & PHYSIOLOGY	Vrenda Pritchard vpritchard@wsutech.edu	Y	Y

ESU	ZO 362 3 Hours AND ZO 363 2 Hours	HUMAN ANATOMY & PHYSIOLOGY & HUMAN ANATOMY & PHYSIOLOGY LAB	Melissa Bailey m Bailey4@emporia.edu	Y	Y
FHSU			David A Tarailo datarailo@fhsu.edu	Y	Y
K-State			Ashley Rhodes aek6613@ksu.edu	Y	Y
KU				N	Y
PSU	BIOL-257 3 Hours AND BIOL-258 2 Hours	ANATOMY AND PHYSIOLOGY & ANATOMY AND PHYSIOLOGY LAB	Neal Schmidt nschmidt@pittstate.edu Peter Chung (liaison) pchung@pittstate.edu	Y	Y
Washburn				Y	Y
WSU	BIOL 223 5 Hours OR HS 290 5 Hours	HUMAN ANATOMY PHYSIOLOGY OR FOUND HUMAN ANAT AND PHYSIO	Joe Shellhammer joe.shellhammer@wichita.edu Maria Martino maria.martino@wichita.edu	Y	Y
Total				28	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

A. Body Plan & Organization

Name and describe 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 (Combine A&P into general or foundational A&P knowledge)

Name and describe basic concepts 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

Name and describe 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

D. Histology

Identify the basic tissues of the body and their location and explain their 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

Identify 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

Identify 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

Identify 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

Identify 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

Identify 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

Identify 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

K. Cardiovascular System

Identify 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
- 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

Identify 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
- 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

Identify 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

Identify 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

Articulate 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

Identify 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

Explain 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

Identify 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

Next Recommended Course for Articulation or Revision: 2025

Co-Chairs for Next Meeting (one University rep. and one College rep.): Trevor Rivers, KU and Andrew Ouellette, Neosho County CC

Notes/Comments:

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.

Before successful discussion of changes in outcomes could be completed there was discussion of whether there should be different or separate outcomes for 5 credit hour Anatomy and Physiology versus 8 credit hour Anatomy and Physiology. A vote on whether or not there should be separate outcomes resulted in 9 “yes” votes and 17 “no” votes for separate outcomes. If the abstaining votes (non-participants are counted as “yes” the vote would be 15 “yes” and 17 “no” votes which still is a defeat. The history of having identical outcomes is that whether you are teaching 5 or 8 hours, there are certain core concepts or outcomes that need to be achieved for the future success of our students. Professors/instructors achieve this in a variety of teaching methods which may increase the out of class work required for success. Discussions on whether or not it is possible to teach this in 5 versus 8 hours is what took time from discussion of outcomes and will be a continuing issue for this group.

Once this was accomplished there was no desire to change the current outcomes. Discussion on the need for action verbs and the changes to make them better outcomes was passed unanimously. The co-chairs will change and email to all participants for final editing. Thus, the final vote was to keep the same outcomes but change the wording to improve them.

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.

**The notes/comments constitute the author’s understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Biology

Kansas Regents System Number (KRSN) and Title: BIO2030 Anatomy and Physiology and Lab – 8 Cr Hr

Co-Chairs: Mary Scott, DCCC and Melissa Bailey, ESU

Transfer and Articulation Council Liaison(s): Peter Chung, PSU; Sarah Robb, Neosho CCC; Tricia Paramore, Hutchinson CC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

ANATOMY AND PHYSIOLOGY AND LAB - 8 CREDIT HOURS					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	BIO 260 4 Hours AND BIO 265 4 Hours	HUMAN ANATOMY & PHYSIOLOGY I & HUMAN ANATOMY & PHYSIOLOGY II	Travis Robb robb@allencc.edu Sherry Miller smiller@allencc.edu	Y	Y
Barton CC	LIFE 1407 4 Hours AND LIFE 1409 4 Hours	ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY II	Oleg Ravitskiy ravitskiyo@bartonccc.edu	Y	Y
Butler CC	BI 232 4 Hours AND BI 262 4 Hours OR BI 226 4 Hours AND BI 227 4 Hours	HUMAN ANATOMY & HUMAN PHYSIOLOGY OR ANATOMY AND PHYSIOLOGY 1 & ANATOMY AND PHYSIOLOGY 2	Jordnn Cogan jcogan2@butlercc.edu Kerry Fahnestock khale1@butlercc.edu	Y	Y
Cloud County CC	SC 120 4 Hours AND SC 121 4 Hours	HUMAN ANATOMY AND PHYSIOLOGY I & HUMAN ANATOMY AND PHYSIOLOGY II	Taryn Cipra tcipra@cloud.edu Joshua Urban jurban@cloud.edu	Y	Y
Coffeyville CC				Y	Y
Colby CC	BI 276 4 Hours AND BI 277 4 Hours	ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY II	Michael Samuels michael.samuels@colbycc.edu	Y	Y
Cowley CC	BIO 4148 4 Hours AND BIO 4149 4 Hours	HUMAN ANATOMY AND PHYSIOLOGY I & HUMAN ANATOMY AND PHYSIOLOGY II	Michelle Lett michelle.lett@cowley.edu	Y	Y
Dodge City CC	ZOO 203 4 Hours AND ZOO 204 4 Hours OR ZOO 201	ANATOMY & PHYSIOLOGY I & ANATOMY & PHYSIOLOGY II OR HUMAN ANATOMY			

	4 Hours AND ZOO 202 4 Hours	AND PHYSIOLOGY I & HUMAN ANATOMY AND PHYSIOLOGY II	Mary Scott msscott@dc3.edu	Y	Y
FSCC				Y	Y
Garden City CC	BIOL-211 4 Hours AND BIOL-212 4 Hours	ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY II	Elizabeth Tharman elizabeth.tharman@gcccks.edu	Y	Y
Highland CC	BS 104 4 Hours AND BS 105 4 Hours	HUMAN ANATOMY & HUMAN PHYSIOLOGY	Matthew McElroy mmcelroy@highlandcc.edu	Y	Y
Hutchinson CC			Tricia Paramore paramoret@hutchcc.edu (liaison) Michelle Carey careym@hutchcc.edu	Y	Y
Independence CC				N	Y
JCCC	BIOL 140 4 Hours AND BIOL 225 4 Hours	HUMAN ANATOMY & HUMAN PHYSIOLOGY		N	Y
KCKCC	BIOL 0141 4 Hours AND BIOL 0271 3 Hours AND BIOL 0272 1 Hour	HUMAN ANATOMY AND LABORATORY & PHYSIOLOGY & PHYSIOLOGY LABORATORY	Melissa Gentzler mgentzler@kckcc.edu	Y	Y
Labette CC			Daudi Langat daudil@labette.edu	Y	Y
Neosho County CC			Sarah Robb sarah_robb@neosho.edu (liaison) Andrew Ouellette aouellette@neosho.edu	Y	Y
Pratt CC	BIO 276 4 Hours AND BIO 277 4 Hours	ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY II		Y	Y
Seward County CC	BI 2304 4 Hours AND BI 2314 4 Hours	HUMAN ANATOMY & HUMAN PHYSIOLOGY	Donald Hayes donald.hayes@sccc.edu	Y	Y
FHTC	Not offered	Not offered		Y	Y
MATC	Not offered	Not offered		Y	Y
NCK Tech	Not offered	Not offered		N	Y
NWKTC	Not offered	Not offered		Y	Y
SATC	Not offered	Not offered		Y	Y

WSU Tech	BIO 145 4 Hours AND BIO 146 4 Hours	HUMAN ANATOMY & PHYSIOLOGY I AND HUMAN ANATOMY & PHYSIOLOGY II	Travis Krehbiel TKrehbiel@wsutech.edu Vrenda Prichard vpritchard@wsutech.edu	Y	Y
ESU				Y	Y
FHSU	BIOL 230 3 Hours AND BIOL 230L 1 Hour AND BIOL 231 3 Hours AND BIOL 231L 1 Hour	ANATOMY AND PHYSIOLOGY I & ANATOMY AND PHYSIOLOGY I LABORATORY & ANATOMY AND PHYSIOLOGY II & ANATOMY AND PHYSIOLOGY II LABORATORY	David A Tarailo datarailo@fhsu.edu	Y	Y
K-State	BIOL 441 4 Hours AND BIOL 442 4 Hours OR BIOL 341 4 Hours AND BIOL 342 4 Hours	HUMAN BODY I & HUMAN BODY II OR HUMAN BODY I & HUMAN BODY II	Lauren McDaniel lmcdan@ksu.edu Ashley Rhodes aek6613@ksu.edu	Y	Y
KU	BIOL 240 3 Hours AND BIOL 241 2 Hours AND BIOL 246 3 Hours AND BIOL 247 2 Hours	FUNDAMENTALS OF HUMAN ANATOMY & HUMAN ANATOMY OBSERVATION LAB & PRINCIPLES OF HUMAN PHYSIOLOGY & PRINCIPLES OF HUMAN PHYSIOLOGY LAB	P. Scott Hefty phefty@ku.edu	Y	Y
PSU			Peter Chung (liaison) pchung@pittstate.edu	Y	Y
WSU				Y	Y
Washburn	BI 275 4 Hours AND BI 255 4 Hours AND BI 255 0 Hour AND BI 275 0 Hour OR BI 255 0 Hour OR BI 255 4 Hours AND	HUMAN ANATOMY & HUMAN PHYSIOLOGY & HUMAN PHYSIOLOGY & HUMAN ANATOMY OR HUMAN PHYSIOLOGY OR HUMAN PHYSIOLOGY & HUMAN ANATOMY OR HUMAN ANATOMY			

	BI 275 4 Hours OR BI 275 0 Hour			Y	Y
			Total	29	27

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

A. Body Plan & Organization

Name and describe 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 (Combine A&P into general or foundational A&P knowledge)

Name and describe basic concepts 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

Name and describe 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

D. Histology

Identify the basic tissues of the body and their location and explain their 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

Identify 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

Identify 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

Identify 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

Identify 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

Identify 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

Identify 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

K. Cardiovascular System

Identify 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
- 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

Identify 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
- 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

Identify 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

Identify 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

Articulate 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

Identify 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

Explain 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

Identify 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

Next Recommended Course for Articulation or Revision: 2025

Co-Chairs for Next Meeting (one University rep. and one College rep.): Trevor Rivers, KU and Andrew Ouellette, Neosho County CC

Notes/Comments:

Before successful discussion of changes in outcomes could be completed there was discussion of whether there should be different or separate outcomes for 5 credit hour Anatomy and Physiology versus 8 credit hour

Anatomy and Physiology. A vote on whether or not there should be separate outcomes resulted in 9 “yes” votes and 17 “no” votes for separate outcomes. If the abstaining votes (non-participants are counted as “yes” the vote would be 15 “yes” and 17 “no” votes which still is a defeat. The history of having identical outcomes is that whether you are teaching 5 or 8 hours, there are certain core concepts or outcomes that need to be achieved for the future success of our students. Professors/instructors achieve this in a variety of teaching methods which may increase the out of class work required for success. Discussions on whether or not it is possible to teach this in 5 versus 8 hours is what took time from discussion of outcomes and will be a continuing issue for this group.

Once this was accomplished there was no desire to change the current outcomes. Discussion on the need for action verbs and the changes to make them better outcomes was passed unanimously. The co-chairs will change and email to all participants for final editing. Thus, the final vote was to keep the same outcomes but change the wording to improve them.

Note on Endocrine System: 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.

**The notes/comments constitute the author’s understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Biology

Kansas Regents System Number (KRSN) and Title: BIO2040 Microbiology and Lab

Co-Chairs: Heather Seitz, JCCC and Stewart Gardner, ESU

Transfer and Articulation Council Liaison(s): Peter Chung, PSU; Sarah Robb, Neosho CCC; Tricia Paramore, Hutchinson CC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

MICROBIOLOGY AND LAB					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	BIO 271 5 Hours	MICROBIOLOGY	Travis Robb robb@allenc.edu Sherry Miller smiller@allenc.edu	Y	Y
Barton CC	LIFE 1412 5 Hours	PRINCIPLES OF MICROBIOLOGY	Oleg Ravitskiy ravitskiyo@bartonccc.edu	Y	Y
Butler CC	BI 250 5 Hours	MICROBIOLOGY	Susan Forrest sforrest@butlercc.edu	Y	Y
Cloud County CC	SC 111 3 Hours AND SC 112 2 Hours	MICROBIOLOGY & MICROBIOLOGY LAB	Taryn Cipra tcipra@cloud.edu Bryan Bombardier b.bombardier@cloud.edu	Y	Y
Coffeyville CC	BIOL 204 5 Hours	MICROBIOLOGY	Pam Oliver oliver.pam@coffeyville.edu	Y	Y
Colby CC	BI 280 5 Hours	PRINCIPLES OF MICROBIOLOGY	Jeffrey Sekavec jeff.sekavec@colbycc.edu	Y	Y
Cowley CC	BIO 4160 5 Hours	MICROBIOLOGY	Scott Layton scott.layton@cowley.edu	Y	Y
Dodge City CC	BIO 210 5 Hours AND BIO 210 5 Hours	MICROBIOLOGY & PRINCIPLES OF MICROBIOLOGY	Anthony Aragon aaragon@dc3.edu	Y	Y
FSCC	BIO 1245 5 Hours	MICROBIOLOGY	Tracy Springer tracys@fortscott.edu	Y	Y
Garden City CC	BIOL-213 5 Hours	MICROBIOLOGY	John Schafer john.schafer@gcccks.edu	Y	Y
Highland CC	BS 203 5 Hours	MICROBIOLOGY	Frank Kuhn fkuhn@highlandcc.edu	Y	Y
Hutchinson CC	BI 112 4 Hours	GENERAL MICROBIOLOGY	Tricia Paramore paramoret@hutchcc.edu (liaison) Ken Gaeddert gaeddertk@hutchcc.edu	Y	Y
Independence CC	BIO 2055 5 Hours	MICROBIOLOGY	Nathan Chaplin nchaplin@indycc.edu	Y	Y

JCCC	BIOL 230 3 Hours AND BIOL 231 2 Hours	MICROBIOLOGY & MICROBIOLOGY LAB	Heather Seitz hseitz@jccc.edu	Y	Y
KCKCC	BIOL 0261 3 Hours AND BIOL 0262 2 Hours	MICROBIOLOGY & MICROBIOLOGY LABORATORY	Melissa Gentzler, mgentzler@kckcc.edu	Y	Y
Labette CC	BIOL 201 5 Hours	MICROBIOLOGY	Archana Lal archanal@labette.edu	Y	Y
Neosho County CC	BIOL 271 3 Hours AND BIOL 272 2 Hours	MICROBIOLOGY & MICROBIOLOGY LAB	Sarah Robb sarah_robbs@neosho.edu (liaison) Eric Row erow@neosho.edu	Y	Y
Pratt CC	BIO 165 5 Hours	MICROBIOLOGY	Jason Ghumm jasong@prattcc.edu	Y	Y
Seward County CC	BI 2705 5 Hours AND BI 2705 0 Hour	MICROBIOLOGY & MICROBIOLOGY	Ty Hughbanks ty.hughbanks@sccc.edu	Y	Y
FHTC	BI 206 1 Hour AND BI 205 3 Hours	MICROBIOLOGY LAB & MICROBIOLOGY	Matt Irby mirby@fhtc.edu	Y	Y
MATC	BSC 205 5 Hours	MICROBIOLOGY	Matt Schacht matthewschacht@manhattantech.edu	Y	Y
NCK Tech	BIOL 225 5 Hours	MICROBIOLOGY/ LAB	Kathleen Albert kalbert@ncktc.edu	Y	Y
NWKTC				N	Y
SATC	BIO 200 5 Hours	MICROBIOLOGY	Nicole Welshans nicole.welshans@salinatech.edu	Y	Y
WSU Tech	BIO 160 5 Hours	MICROBIOLOGY	Travis Krehbiel TKrehbiel@wsutech.edu	Y	Y
ESU	MC 316 3 Hours AND MC 317 1 Hour	MICROBIOLOGY & MICROBIOLOGY LAB	Stewart Gardner sgardne4@emporia.edu	Y	Y
FHSU	BIOL 240 3 Hours AND BIOL 240L 1 Hour	MICROBIOLOGY FOR ALLIED HEALTH & MICROBIOLOGY LABORATORY	Claudia Da Silva Carvalho cmdasilvacarvalho@fhsu.edu	Y	Y
K-State	BIOL 455 4 Hours	GENERAL MICROBIOLOGY	Christopher Herren cdherren@ksu.edu Martha Smith Caldas mrcaldas@ksu.edu	Y	Y

KU	BIOL 200 3 Hours AND BIOL 203 2 Hours	BASIC MICROBIOLOGY & INTROD MICROBIOLOGY LABORATORY	P. Scott Hefty phefty@ku.edu	Y	Y
PSU	BIOL-372 2 Hours AND BIOL-371 3 Hours	GENERAL MICROBIOLOGY LAB & GENERAL MICROBIOLOGY	Anuradha Ghosh aghosh@pittstate.edu Peter Chung pchung@pittstate.edu (liaison)	Y	Y
WSU	BIOL 220 4 Hours AND BIOL 220L 0 Hour	INTRODUCTION TO MICROBIOLOGY & INTRO MICROBIOLOGY LAB	Joe Shellhammer joe.shellhammer@wichita.edu Maria Martino maria.martino@wichita.edu	Y	Y
Washburn	BI206	INTRODUCTORY MICROBIOLOGY & LAB	Susan Bjerke susan.bjerke@washburn.edu Andrew Herbig andrew.herbig@washburn.edu	Y	Y
Total				31	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Analyze the impact of microorganisms in health, environment, and industry.
- Connect the basic anatomy of microbes to their physiological needs.
- Illustrate how the basic structure of microorganisms relates to their susceptibility to antimicrobials.
- Compare and contrast the processes of replication, transcription, translation in microbes and ways of acquiring new genetic information.
- Compare and contrast methods of controlling microbial growth.
- Distinguish among the major types of metabolic processes in microorganisms.
- Illustrate the concepts and mechanisms of microbial pathogenicity.
- Explain strategies for identifying and managing infectious diseases.
- Identify healthcare associated infections and concepts of epidemiology.
- Distinguish between innate and adaptive immune responses including how vaccines work and are effective methods to prevent disease.

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

- 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 multiple lenses d. Recording microscopic observations.
- 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 simple and differential stains.
- 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.
- 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.
- 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
- 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 an incubator.
- Practice safe microbiology, using appropriate protective and emergency procedures.
- Document, interpret, and report on experimental protocols, results and conclusions.

Next Recommended Course for Articulation or Revision: None recommended

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Business

Kansas Regents System Number (KRSN) and Title: BUS1020 Introduction to Business

Co-Chairs: Renee Harbin, GCCC and John Perry, WSU

Transfer and Articulation Council Liaison(s): Casey Fraites-Chapes, KU; Jennifer Seymour, WSU Tech

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

INTRODUCTION TO BUSINESS					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	BUS 120 3 Hours	INTRODUCTION TO BUSINESS	Nicci Denny denny@allenc.edu	Y	Y
Barton CC	BUSI 1600 3 Hours	INTRODUCTION TO BUSINESS	Deanna Heier heierd@bartonccc.edu	Y	Y
Butler CC	BA 110 3 Hours	INTRODUCTION TO BUSINESS	Niomi Thompson nthompson12@butlercc.edu	Y	Y
Cloud County CC	BE 100 3 Hours	INTRODUCTION TO BUSINESS	Shelly Farha sfarha@cloud.edu	Y	Y
Coffeyville CC	BUSN 116 3 Hours	FUNDAMENTALS OF BUSINESS	Carolyn Nelson nelson.carolyn@coffeyville.edu	Y	Y
Colby CC	BU 178 3 Hours	INTRODUCTION TO BUSINESS	Doris Donovan doris.donovan@colbycc.edu	Y	Y
Cowley CC	BUS 1311 3 Hours	INTRODUCTION TO BUSINESS	Elizabeth Peck elizabeth.peck@cowley.edu	Y	Y
Dodge City CC	BUS 143 3 Hours	INTRODUCTION TO BUSINESS	Benjamin Cuellar bcuellar@dc3.edu	Y	Y
FSCC	BUS 1273 3 Hours	INTRODUCTION TO BUSINESS	Debra Cummings debrac@fortscott.edu	N	Y
Garden City CC	BSAD-101 3 Hours	INTRODUCTION TO BUSINESS	Renee Harbin renee.harbin@gcccks.edu	Y	Y
Highland CC	BUS 101 3 Hours	INTRODUCTION TO BUSINESS	Kelly Posten kposten@highlandcc.edu	Y	Y
Hutchinson CC	BU 105 3 Hours	INTRODUCTION TO BUSINESS	Dan Naccarato naccaratod@hutchcc.edu	Y	Y
Independence CC	BUS 1093 3 Hours	INTRODUCTION TO BUSINESS	Melissa Ashford mashford@indycc.edu	Y	Y
JCCC	BUS 121 3 Hours	INTRODUCTION TO BUSINESS	Dr. Leroy Cox leroycox@jccc.edu	Y	Y
KCKCC	BUSN 0210 3 Hours	INTRODUCTION TO BUSINESS		N	Y
Labette CC	BUAD 101 3 Hours	INTRODUCTION TO BUSINESS	Cathy Kibler cathyk@labette.edu	Y	Y
Neosho County CC	MGMK 101	INTRODUCTION	Richard Webber		

	3 Hours	TO BUSINESS	rwebber@neosho.edu	Y	Y
Pratt CC	BUS 178 3 Hours	INTRODUCTION TO BUSINESS	John Patton johnp@prattcc.edu	Y	Y
Seward County CC	BA 1013 3 Hours	INTRODUCTION TO BUSINESS	Hiran Gunasekara hiran.gunasekara@sccc.edu	Y	Y
FHTC	BUS 135 3 Hours	INTRODUCTION TO BUSINESS	Kenda O'Mara komara@fhtc.edu	Y	Y
MATC	BUS 126 3 Hours	INTRODUCTION TO BUSINESS	Jason York jasonyork@manhattantech.edu	Y	Y
NCK Tech	BT 100 3 Hours	BUSINESS CONCEPTS	Jennifer Younger jyounger@ncktc.edu	Y	Y
NWKTC	BA 100 3 Hours	INTRODUCTION TO BUSINESS	James Wymore james.wymore@nwktc.edu	Y	Y
SATC	BUS 100 3 Hours	INTRODUCTION TO BUSINESS	Cindy Carter cindy.carter@salinatech.edu	Y	Y
WSU Tech	BUS 104 3 Hours	INTRODUCTION TO BUSINESS	Penny Seiwert pseiwert@wsutech.edu	Y	Y
ESU	BU 102 3 Hours	BUSINESS DYNAMICS	Carol Lucy clucy@emporia.edu	Y	Y
FHSU	MGT 101 3 Hours	INTRODUCTION TO BUSINESS	Robert Lloyd ralloyd@fhsu.edu	Y	Y
K-State	GENBA 110 3 Hours	BUSINESS FOUNDATIONS	Bente Janda bjanda@ksu.edu	Y	Y
KU	BUS 101 3 Hours	BUS MAJORS, CAREERS & PRO FS SKLS	Susan Scholz sscholz@ku.edu	Y	Y
PSU	MGT-101 3 Hours	INTRODUCTION TO BUSINESS	Mary Kay Wachter mwachter@pittstate.edu	Y	Y
WSU	BADM 100 3 Hours	EXPLORING THE WORLD OF BUSINESS	John Perry john.perry@wichita.edu	Y	Y
Washburn	BU 101 3 Hours	INTRO TO BUSINESS	Rick LeJuernne rick.lejuernne@washburn.edu	Y	Y
Total				30	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Identify and define Accounting and Finance from academic and professional perspectives
2. Identify and define Marketing from academic and professional perspectives
3. Identify and define Management and Leadership from academic and professional perspectives
4. Identify and define Information Systems from academic and professional perspectives
5. Identify and define Entrepreneurship from academic and professional perspectives
6. Identify and define Economics from academic and professional perspectives
7. Identify and define International Business from academic and professional perspectives
8. Identify and define Supply Chain/Operations Management from academic and professional perspectives
9. Identify the role of ethics and social responsibility in business

Next Recommended Course for Articulation or Revision: Business Communication

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Notes/Comments:

RE: KCOG Business Courses 10/8/21

The meeting opened with an introduction by the TAAC Liaison: Casey Fraites-Chapes followed by introductions of the Co-Chairs: Renee Harbin from Garden City Community College and John Perry for Wichita State University. The meeting was conducted via zoom breakout session.

The group began with the Introduction to Business class that was up for review. The group reviewed each of the outcomes and determined that the accounting and finance outcomes could be combined. The group held further discussion and decided to eliminate the etiquette and communication outcome along with the individual educational and professional goals outcome because these are addressed in other courses. The vote was taken. All schools present approved the outcomes (KU abstained from the vote and FSCC and KCKCC were not represented). Please see the attached Introduction to Business Report for representatives and voting information.

The Introduction to Business outcomes are as follows:

1. Identify and define Accounting and Finance from academic and professional perspectives
2. Identify and define Marketing from academic and professional perspectives
3. Identify and define Management and Leadership from academic and professional perspectives
4. Identify and define Information Systems from academic and professional perspectives
5. Identify and define Entrepreneurship from academic and professional perspectives
6. Identify and define Economics from academic and professional perspectives
7. Identify and define International Business from academic and professional perspectives

8. Identify and define Supply Chain/Operations Management from academic and professional perspectives

9. Identify the role of ethics and social responsibility in business

The next course reviewed was Business Law which is a new course presented for review. The meeting opened with an introduction by the TAAC Liaison: Casey Fraites-Chapes followed by introductions of the Co-Chairs: Renee Harbin from Garden City Community College and Steven Lovett from Emporia State University. The meeting was conducted via zoom breakout session.

The group began by examining ESU's outcomes for Principles of Business Law. The group then identified broad topics that they cover in their respective courses. These outcomes are a minimum expectation and that individual institutions could add to these outcomes. After much discussion, the group came to a consensus on the outcomes. All schools present voted to approve the following outcomes, except for PSU and Washburn (Colby CC, Dodge City CC, FSCC, Highland CC, MATC, NWKTC did not have representatives present). Casey received feedback that outcome #3 needed some clarification. Renee sent this out for a second vote to approve the updated language. The second vote is also recorded in the report (in addition to the above colleges that didn't participate, a second vote was not received from Independence CC, NCK Tech, SATC.) The update to #3 "intentional torts" was approved. Please see the attached Business Law Report for representatives and voting information.

The Business Law outcomes are as follows:

1. Describe American Law sources, the American court system and processes, and methods of alternative dispute resolution;
2. Recognize the relevance of ethical and legal considerations when making strategic business decisions;
3. Differentiate between negligence, intentional, and strict liability within tort law; 3. Differentiate between negligence, intentional torts, and strict liability within tort law;
4. Identify contract elements and important characteristics of performance and breach;
5. Define and differentiate the fundamental principles of personal property, real property, and intellectual property;
6. Describe the nature and function of agency and employment law; and
7. Define and differentiate the duties and potential liability of various business entities.

Finally, the Business Law group discussed possible courses for future review and suggested Business Communications.

These notes will be emailed to the group for review before they are submitted to Karla Wiscombe prior to 10/22/21.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Business

Kansas Regents System Number (KRSN) and Title: BUS2030 Business Law

Co-Chairs: Renee Harbin, GCCC and Steven Lovett, ESU

Transfer and Articulation Council Liaison(s): Casey Fraites-Chapes, KU and Jennifer Seymour, WSU Tech

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

BUSINESS LAW					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	BUS 221 3 Hours	BUSINESS LAW I	Mike Marsh marsh@allencc.edu	Y	Y
Barton CC	BUSI 1608 3 Hours	BUSINESS LAW I	Kathy Boeger boegerk@bartonccc.edu	Y	Y
Butler CC	BA 115 3 Hours	BUSINESS LAW 1	Janice Akao jakao@butlercc.edu	Y	Y
Cloud County CC	BE 154 3 Hours	BUSINESS LAW	Susan Greene sgreene@cloud.edu	Y	Y
Coffeyville CC	BUSN 260 3 Hours	BUSINESS LAW I	Carolyn Nelson nelson.carolyn@coffeyville.edu	Y	Y
Colby CC	BU 217 3 Hours	THE LEGAL ENVIRONMENT OF BUSINESS		N	Y
Cowley CC	BUS 1350 3 Hours	BUSINESS LAW	Elizabeth Peck elizabeth.peck@cowley.edu	Y	Y
Dodge City CC	BUS 250 3 Hours	BUSINESS LAW I		N	Y
FSCC				N	Y
Garden City CC	BSAD-104 3 Hours	BUSINESS LAW I	Renee Harbin renee.harbin@gcccks.edu	Y	Y
Highland CC	BUS 205 3 Hours	BUSINESS LAW		N	Y
Hutchinson CC	BU 205 3 Hours	BUSINESS LAW I	Matt Smith smithm@hutchcc.edu	Y	Y
Independence CC			Melissa Ashford mashford@indycc.edu	Y	Y
JCCC	BLAW 261 3 Hours	BUSINESS LAW I	Gwenda Hawk ghawk@jccc.edu	Y	Y
KCKCC	BUSN 0204 3 Hours	BUSINESS LAW I	Teri Huggins thuggins@kckcc.edu	Y	Y
Labette CC	BUAD 104 3 Hours	BUSINESS LAW I	Robert Bartelli robertb@labette.edu	Y	Y
Neosho County CC	BUSI 114 3 Hours	BUSINESS LAW	Richard Webber rwebber@neosho.edu	Y	Y

Pratt CC	BUS 233 3 Hours	BUSINESS LAW	John Patton johnp@prattcc.edu	Y	Y
Seward County CC	BA 2293 3 Hours	BUSINESS LAW I	Deedee Flax deedee.flax@sccc.edu	Y	Y
FHTC	BUS 218 3 Hours	BUSINESS LAW	Lori Moore lmoore@fhtc.edu	Y	Y
MATC				N	Y
NCK Tech	BMGT 109 3 Hours	BUSINESS LAW CONCEPTS	Darsey Offutt doffutt@ncktc.edu Jill Moeder jmoeder@ncktc.edu (Voting)	Y	Y
NWKTC	BA 205 3 Hours	LEGAL ENVIRONMENT OF BUSINESS		N	Y
SATC	BAT 186 3 Hours	BUSINESS LAW	Cindy Carter cindy.carter@salinatech.edu	Y	Y
WSU Tech	BUS 125 3 Hours	BUSINESS LAW	Penny Seiwert pseiwert@wsutech.edu	Y	Y
ESU	BU 353 3 Hours	PRINCIPLES OF BUSINESS LAW	Steven Lovett slovett1@emporia.edu	Y	Y
FHSU	GBUS 204 3 Hours	BUSINESS LAW I	Anthony Gabel algabel@fhsu.edu	Y	Y
K-State	MANGT 430 3 Hours	BUSINESS LAW I	James Bloodgood jblood@ksu.edu	Y	Y
KU	BLAW 301 3 Hours	LEGAL ASPECTS OF BUSINESS	Colin McRoberts mcroberts@ku.edu	Y	Y
PSU			Chris Fogliasso cfogliasso@pittstate.edu	Y	N
WSU	BLAW 431 3 Hours	LEGAL ENVIRONMENT OF BUSINESS	Richard Gilstrap richard.gilstrap@wichita.edu	Y	Y
Washburn			Rick LeJuernne rick.lejuernne@washburn.edu	Y	N
Total				26	30

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Describe American Law sources, the American court system and processes, and methods of alternative dispute resolution;
2. Recognize the relevance of ethical and legal considerations when making strategic business decisions;
3. Differentiate between negligence, intentional torts, and strict liability within tort law;
4. Identify contract elements and important characteristics of performance and breach;
5. Define and differentiate the fundamental principles of personal property, real property, and intellectual property;
6. Describe the nature and function of agency and employment law;
7. Define and differentiate the duties and potential liability of various business entities.

Next Recommended Course for Articulation or Revision: Business Communication

Co-Chairs for Next Meeting (one University rep. and one College rep.): Trevor Rivers, KU and Andrew Ouellette, Neosho County CC

Notes/Comments:

RE: KCOG Business Courses 10/8/21

The meeting opened with an introduction by the TAAC Liaison: Casey Fraites-Chapes followed by introductions of the Co-Chairs: Renee Harbin from Garden City Community College and John Perry for Wichita State University. The meeting was conducted via zoom breakout session.

The group began with the Introduction to Business class that was up for review. The group reviewed each of the outcomes and determined that the accounting and finance outcomes could be combined. The group held further discussion and decided to eliminate the etiquette and communication outcome along with the individual educational and professional goals outcome because these are addressed in other courses. The vote was taken. All schools present approved the outcomes (KU abstained from the vote and FSCC and KCKCC were not represented). Please see the attached Introduction to Business Report for representatives and voting information.

The Introduction to Business outcomes are as follows:

1. Identify and define Accounting and Finance from academic and professional perspectives
2. Identify and define Marketing from academic and professional perspectives
3. Identify and define Management and Leadership from academic and professional perspectives
4. Identify and define Information Systems from academic and professional perspectives
5. Identify and define Entrepreneurship from academic and professional perspectives
6. Identify and define Economics from academic and professional perspectives
7. Identify and define International Business from academic and professional perspectives
8. Identify and define Supply Chain/Operations Management from academic and professional perspectives

9. Identify the role of ethics and social responsibility in business

The next course reviewed was Business Law which is a new course presented for review. The meeting opened with an introduction by the TAAC Liaison: Casey Fraités-Chapes followed by introductions of the Co-Chairs: Renee Harbin from Garden City Community College and Steven Lovett from Emporia State University. The meeting was conducted via zoom breakout session.

The group began by examining ESU's outcomes for Principles of Business Law. The group then identified broad topics that they cover in their respective courses. These outcomes are a minimum expectation and that individual institutions could add to these outcomes. After much discussion, the group came to a consensus on the outcomes. All schools present voted to approve the following outcomes, except for PSU and Washburn (Colby CC, Dodge City CC, FSCC, Highland CC, MATC, NWKTC did not have representatives present). Casey received feedback that outcome #3 needed some clarification. Renee sent this out for a second vote to approve the updated language. The second vote is also recorded in the report (in addition to the above colleges that didn't participate, a second vote was not received from Independence CC, NCK Tech, SATC.) The update to #3 "intentional torts" was approved. Please see the attached Business Law Report for representatives and voting information.

The Business Law outcomes are as follows:

1. Describe American Law sources, the American court system and processes, and methods of alternative dispute resolution;
2. Recognize the relevance of ethical and legal considerations when making strategic business decisions;
3. Differentiate between negligence, intentional, and strict liability within tort law; 3. Differentiate between negligence, intentional torts, and strict liability within tort law;
4. Identify contract elements and important characteristics of performance and breach;
5. Define and differentiate the fundamental principles of personal property, real property, and intellectual property;
6. Describe the nature and function of agency and employment law; and
7. Define and differentiate the duties and potential liability of various business entities.

Finally, the Business Law group discussed possible courses for future review and suggested Business Communications.

These notes will be emailed to the group for review before they are submitted to Karla Wiscombe prior to 10/22/21.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Education

Kansas Regents System Number (KRSN) and Title: EDU1010 Introduction to Education

Co-Chairs: Todd Goodson, K-State and Rebecca Bilderback, Allen CC

Transfer and Articulation Council Liaison(s): Anne Phillips, KSU; Marc Malone, GCCC; Sam Christy-Dangermond, KBOR

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

INTRODUCTION TO EDUCATION					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	EDU 201 3 Hours	FOUNDATIONS OF EDUCATION	Rebecca Bilderback bilderback@allencc.edu	Y	Y
Barton CC	EDUC 1128 3 Hours	FOUNDATIONS OF MODERN EDUCATION	Ange Davied davieda@bartonccc.edu	Y	Y
Butler CC	ED 204 2 Hours AND ED 207 1 Hour OR ED 206 3 Hours	INTRODUCTION TO THE TEACHING PROFESSION & FIELD EXPERIENCE IN THE TEACHING PROFESSION OR INTRODUCTION TO TEACHING	Dalia Hale dhale4@butlercc.edu	Y	Y
Cloud County CC	ED 100 3 Hours	INTRODUCTION TO EDUCATION	Spencer Farha safarha@cloud.edu	Y	Y
Coffeyville CC	EDUC 195 3 Hours	INTRODUCTION TO EDUCATION	Salina Meek meek.salina@coffeyville.edu	Y	Y
Colby CC	ED 177 3 Hours	FOUNDATIONS OF MODERN EDUCATION	Krista Carter krista.carter@colbycc.edu	N	Y
Cowley CC	EDU 6211 3 Hours	INTRODUCTION TO THE TEACHING PROFESSION	Julie Rhoads julie.rhoads@cowley.edu	Y	Y
Dodge City CC	ED 201 3 Hours	INTRODUCTION TO EDUCATION		N	Y
FSCC	EDU 1013 3 Hours	INTRODUCTION TO EDUCATION	Sara Sutton saras@fortscott.edu	Y	Y
Garden City CC	EDUC-105 3 Hours	FOUNDATIONS OF EDUCATION	Holly Chandler holly.chandler@gcccks.edu	Y	Y
Highland CC	ED 110 3 Hours	INTRODUCTION TO ELEMENTARY & SECONDARY EDUCATION	Pamela Fulbright pfulbright@highlandcc.edu	Y	Y
Hutchinson CC		INTRODUCTION			

	ED 201 3 Hours AND ED 201L 1 Hour	TO EDUCATION & INTRODUCTION TO EDUCATION PRACTICUM	Teri Eckhoff eckhofft@hutchcc.edu	Y	Y
Independence CC	EDU 1003 3 Hours	INTRODUCTION TO EDUCATION	Heather Mydosh hmydosh@indycc.edu	N	Y
JCCC	EDUC 121 3 Hours	INTRODUCTION TO TEACHING	Craig Butler cbutleri@jccc.edu	Y	Y
KCKCC	EDUC 0160 3 Hours	INTRODUCTION TO TEACHING CAREER AWARENESS	Hira Nair hnair@kckcc.edu	Y	Y
Labette CC	EDUC 134 1 Hour AND EDUC 140 3 Hours	PREPROFESSIO NAL LAB & INTRODUCTION TO TEACHING	Kara Wheeler karaw@labette.edu	Y	Y
Neosho County CC	EDUC 104 2 Hours AND EDUC 105 1 Hour	INTRODUCTION TO TEACHING & INTRODUCTION TO TEACHING LAB	Mindy Herron mherron@neosho.edu	Y	Y
Pratt CC	EDU 177 3 Hours	INTRODUCTION TO EDUCATION	Meagan Etheridge meagae@prattcc.edu	N	Y
Seward County CC	ED 1103 3 Hours	INTRODUCTION TO EDUCATION	Sherry Moentmann sherry.moentmann@sccc.edu	Y	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech	EDU 121 1 Hour AND EDU 120 3 Hours	INTRODUCTION TO TEACHING - FIELD EXPERIENCE & INTRODUCTION TO TEACHING	Lisa Hilt lihilt@wsutech.edu	Y	Y
ESU	EL 220 2 Hours OR ED 220 2 Hours	INTRODUCTION TO TEACHING OR INTRODUCTION TO TEACHING	Russell Swanson rswanso2@emporia.edu	Y	Y
FHSU	TEEL 202 3 Hours	FOUNDATIONS OF EDUCATION	Chris Jochum cjochum@fhsu.edu	Y	Y
K-State	EDCI 110 3 Hours	FOUNDATIONS OF EDUCATION	Todd Goodson tgoodson@ksu.edu	Y	Y
KU		INTRODUCTION			

	C&T 100 3 Hours	TO THE EDUCATION PROFESSION	Reva Fiedman revacf@ku.edu	Y	Y
PSU	EDUC-261 3 Hours	EXPLORATIONS IN EDUCATION	Mark Diacopoulos mdiacopoulos@pittstate.edu	Y	Y
WSU	CI 270 3 Hours	INTRO TO THE ED PROFESSION	Jim Granada jim.granada@wichita.edu	Y	Y
Washburn	ED 155 3 Hours	TEACHING, LEARNING, AND LEADERSHIP	Craig Carter craig.carter@washburn.edu	Y	Y
Total				23	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Reflect on the opportunities and responsibilities associated with education as a profession
- Synthesize the relationship between the foundations and trends in education
- Demonstrate an awareness of diversity in teaching and learning
- Examine effective practices in planning, engaging, and assessing learning

Next Recommended Course for Articulation or Revision: Educational Technology/Instructional Technology and Math for Elementary School

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Education

Kansas Regents System Number (KRSN) and Title: EDU2020 Educating Exceptional Students

Co-Chairs: Todd Goodson, K-State and Rebecca Bilderback, Allen CC

Transfer and Articulation Council Liaison(s): Anne Phillips, KSU; Marc Malone, GCCC; Sam Christy-Dangermond, KBOR

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

EDUCATING EXCEPTIONAL STUDENTS					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	EDU 200 3 Hours	INTRODUCTION TO SPECIAL EDUCATION AND INCLUSIVE PRACTICES	Rebecca Bilderback bilderback@allncc.edu	Y	Y
Barton CC			Jaime Abel abelj@bartonccc.edu	Y	Y
Butler CC	ED 220 3 Hours	INTRODUCTION TO SPECIAL EDUCATION	Dalia Hale dhale4@butlercc.edu	Y	Y
Cloud County CC			Spencer Farha safarha@cloud.edu	Y	Y
Coffeyville CC			Salina Meek meek.salina@coffeyville.edu	Y	Y
Colby CC				N	Y
Cowley CC	EDU 6281 3 Hours	CHILDREN WITH SPECIAL NEEDS	Julie Rhoads julie.rhoads@cowley.edu	Y	Y
Dodge City CC				N	Y
FSCC	EDU 1114 4 Hours	AN INTRODUCTION TO DEVELOPMENTAL DISABILITIES	Sara Sutton saras@fortscott.edu	Y	Y
Garden City CC	EDUC-210 3 Hours	EXCEPTIONAL CHILD	Holly Chandler holly.chandler@gcccks.edu	Y	Y
Highland CC			Pamela Fulbright pfulbright@highlandcc.edu	Y	Y
Hutchinson CC				N	Y
Independence CC	ECE 1073 3 Hours	TEACHING CHILDREN/SPECIAL NEEDS	Malinda Williams mwilliams@indycc.edu	N	Y
JCCC	EDUC 220 3 Hours	SURVEY OF THE EXCEPTIONAL CHILD	Michelle Salvato salvato@jccc.edu	Y	Y

KCKCC	ECED 0295 3 Hours	SURVEY OF EXCEPTIONALITIES	Kathleen McGowan kmcgowan@kckcc.edu	Y	Y
Labette CC			Kara Wheeler karaw@labette.edu	Y	Y
Neosho County CC			Mindy Herron mherron@neosho.edu	Y	Y
Pratt CC			Meagan Etheridge meagane@prattcc.edu	N	Y
Seward County CC			Sherry Moentmann sherry.moentmann@sccc.edu	Y	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech			Lisa Hilt lihilt@wsutech.edu	N	Y
ESU	SD 550 3 Hours	SURVEY OF EXCEPTIONALITY	Kelly O'Neal-Hixson koneal@emporia.edu	Y	Y
FHSU	TESP 302 3 Hours	EDUCATING EXCEPTIONAL STUDENTS	Chris Jochum cjochum@fhsu.edu	Y	Y
K-State			Nicole Meritt nicolemeritt@ksu.edu	Y	Y
KU			Suzanne Robinson smrobins@ku.edu	N	Y
PSU	SPED-511 3 Hours OR SPED-510 3 Hours	OVERVIEW SPEC ED (BIRTH-6THGD) and OVERVIEW OF SPECIAL EDUCATION	Ashley Shaw ajshaw@pittstate.edu	Y	Y
WSU	CI 320 2 Hours	INTRO DIVERSITY: EXCEPTIONAL	Jim Granada jim.granada@wichita.edu	Y	Y
Washburn	ED 302 3 Hours	TEACHING EXCEPTIONAL LEARNERS	Gloria Dye gloria.dye@washburn.edu	Y	Y
Total				20	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Define the range of exceptionalities present within PreK-12 settings
- Provide an overview of the history of special education
- Explain the laws which govern services and accessibility for individuals with exceptionalities
- Outline the identification process and the continuum of services in PreK-12
- Analyze the impact of societal attitudes (i.e. culture, gender, family dynamics) on services provided for students with exceptionalities
- Examine various types of exceptionalities and analyze the impact on teaching and learning – (i.e. intellectual, social, emotional, physical, communication, and multiple disabilities).
- Identify resources to serve families, schools, and communities in support of students with exceptionalities
- Apply the principles of Universal Design for Learning to meet the needs of all students.

Next Recommended Course for Articulation or Revision: Educational Technology/Instructional Technology and Math for Elementary School

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Gender Studies

Kansas Regents System Number (KRSN) and Title: GCS1010 Introduction to Women's Studies

Co-Chairs: Nathan Swink, Butler CC and Sharon Sullivan, Washburn

Transfer and Articulation Council Liaison(s): Melinda Roelfs, PSU; Tara Lebar, KBOR

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

INTRODUCTION TO WOMEN'S STUDIES					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	WGS 200 3 Hours	INTRODUCTION TO WOMEN'S STUDIES		N	Y
Barton CC				N	Y
Butler CC	BS 107 3 Hours	WOMEN AND GENDER STUDIES	Nathan Swink NSwink@butlercc.edu	Y	Y
Cloud County CC	HI 108 3 Hours	WOMEN IN AMERICAN SOCIETY	Paul Gardner pgardner@cloud.edu	Y	Y
Coffeyville CC			Courey Feerer feerer.courey@coffeyville.edu	N	Y
Colby CC	SO 135 3 Hours	WOMEN'S STUDIES: A TRANSITIONAL VIEW	Linda Davis-Stephens linda.davis-stephens@colbycc.edu	Y	Y
Cowley CC	MIN 6440 3 Hours	WOMEN AND HEALTH ISSUES	Holly Peters holly.peters@cowley.edu	Y	Y
Dodge City CC			Lana McDonnell lmcdonnell@dc3.edu	Y	Y
FSCC				N	Y
Garden City CC			Karen Adams karen.adams@gcccks.edu	Y	Y
Highland CC				N	Y
Hutchinson CC				N	Y
Independence CC				N	Y
JCCC	WGS 201 3 Hours	GLOBAL WOMEN'S STUDIES		N	Y
KCKCC	HUMN 0150 3 Hours	INTRODUCTION TO WOMEN'S STUDIES	Polly Hawk phawk@kckcc.edu	Y	Y
Labette CC	SOCI 202 3 Hours	INTRODUCTION TO WOMEN'S STUDIES	Robert Perez robertp@labette.edu	Y	Y
Neosho County CC			Anne Marie Foley		

			afoley@neosho.edu	Y	Y
Pratt CC				N	Y
Seward County CC				N	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech				N	Y
ESU	ID 401 3 Hours	INTRODUCTION TO WOMEN'S STUDIES	Gaile Stephens estephe4@emporia.edu Mallory Koci mbishop@emporia.edu	Y	Y
FHSU	SOC 310 3 Hours	INTRODUCTION TO WOMEN'S AND GENDER STUDIES	Christy Craig cmcraig2@fhsu.edu	Y	Y
K-State	GWSS 105 3 Hours	INTRO TO GWSS	Christie Launius launius@ksu.edu	Y	Y
KU	WGSS 101 3 Hours	INTRO WMN,GNDR,&SE XULTY STDS	Stacey Vanderhust vanderhust@ku.edu	Y	Y
PSU	WGS-200 3 Hours	INTRO TO WOMEN'S STUDIES	Browyn Conrad bconrad@pittstate.edu	Y	Y
WSU	WOMS 287 3 Hours	WOMEN IN SOCIETY:ISSUE S	Chinyere Okafore chinyere.okafore@wichita.edu	N	
Washburn	WG 175 3 Hours	INTRO TO WOMEN'S STUDIES	Sharon Sullivan sharon.sullivan@washburn.edu	Y	Y
Total				15	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Analyze the ways gender intersects with race, ethnicity, sexuality, class and other power hierarchies at local, national and global levels.
2. Critically assess the roles biology and social construction play in shaping gender and sexuality.
3. Identify systems of oppression and contributions of feminist activism to achieve social change.
4. Apply key concepts from women's, gender, and sexuality studies to analyze gender in critical discussion and writing.
5. Reflect on individual lived experience and develop connections between the personal and the political.

Next Recommended Course for Articulation or Revision: Intro to Queer Studies/LGBTQ Studies

Co-Chairs for Next Meeting (one University rep. and one College rep.): Browyn Conrad, PSU and Lana McDonnell

Date: 10/08/2021

Discipline: Geography

Kansas Regents System Number (KRSN) and Title: GEO1010 World Regional Geography

Co-Chairs: Isaias McCaffery, Independence CC; Douglas Allen, ESU

Transfer and Articulation Council Liaison(s): Shelly Gehrke, ESU; Charmine Chambers, KBOR; Lisa Beck, KBOR

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

WORLD REGIONAL GEOGRAPHY					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	GEO 104 3 Hours	PRINCIPLES OF GEOGRAPHY		N	Y
Barton CC	ANTH 1819 3 Hours OR GEOG 1819 3 Hours	WORLD AND REGIONAL GEOGRAPHY OR WORLD AND REGIONAL GEOGRAPHY	Rick Sloan sloanr@bartonccc.edu	Y	Y
Butler CC	SC 120 3 Hours	PRINCIPLES OF GEOGRAPHY	William McCarthy wmccarthy1@butlercc.edu	Y	Y
Cloud County CC	GE 101 3 Hours	WORLD GEOGRAPHY	Dennis Smith dsmith@cloud.edu	Y	Y
Coffeyville CC	GEOG 120 3 Hours	WORLD GEOGRAPHY	Megan Manley manley.megan@coffeyville.edu	Y	Y
Colby CC	GE 176 3 Hours	WORLD REGIONAL GEOGRAPHY		N	Y
Cowley CC	GEG 6120 3 Hours	PRINCIPLES OF GEOGRAPHY	Robyn Hill robyn.hill@cowley.edu	Y	Y
Dodge City CC	GEO 101 3 Hours	GEOGRAPHY	Richard Lucas rpl@dc3.edu	Y	Y
FSCC	GEO 1023 3 Hours	WORLD REGIONAL GEOGRAPHY	Kevin Thomure kevint@fortscott.edu	Y	Y
Garden City CC	GEOG-101 3 Hours	WORLD GEOGRAPHY	Charles Marcy charles.marcy@gccks.edu	Y	Y
Highland CC	GEO 212 3 Hours	WORLD REGIONAL GEOGRAPHY		N	Y
Hutchinson CC	GE 101 3 Hours	WORLD GEOGRAPHY	Ryan Diehl diehlr@hutchcc.edu	Y	Y
Independence CC	GEO 2013 3 Hours	WORLD REGIONAL GEOGRAPHY	Isaias McCaffery imccaffery@indycc.edu	Y	Y

JCCC	GEOS 145 3 Hours	WORLD REGIONAL GEOGRAPHY		N	Y
KCKCC	GEOG 0101 3 Hours	INTRODUCTION TO CULTURAL GEOGRAPHY	Daryl Long dlong@kckcc.edu	Y	Y
Labette CC	GEOG 101 3 Hours	WORLD REGIONAL GEOGRAPHY	John Mack Jtimm@labette.edu	Y	Y
Neosho County CC	HIST 207 3 Hours	WORLD GEOGRAPHY		N	Y
Pratt CC	SSC 176 3 Hours	WORLD AND REGIONAL GEOGRAPHY		N	Y
Seward County CC	GE 1103 3 Hours	WORLD AND REGIONAL GEOGRAPHY		N	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech	GEO 101 3 Hours	PRINCIPLES OF GEOGRAPHY	Kent Eaton keaton@wsu.edu	Y	Y
ESU	GE 101 3 Hours	WORLD REGIONAL GEOGRAPHY	DouglasAllen dallen15@emporia.edu	Y	Y
FHSU	GSCI 110 3 Hours)	WORLD GEOGRAPHY	Todd Moore twmoore@fhsu.edu	Y	Y
K-State	GEOG 100 3 Hours	WORLD REGIONAL GEOG	Max Lu maxlu@ksu.edu	Y	Y
KU	GEOG 100 3 Hours	WORLD REGIONAL GEOGRAPHY	Alexander Diener diener@ku.edu	Y	Y
PSU	GEOG-106 3 Hours	WORLD REGIONAL GEOGRAPHY	Tim Bailey tbailey@pittstate.edu	Y	Y
WSU	GEOG 210 3 Hours	INTRO TO WORLD GEOGRAPHY	Craig Torbenson craig.torbenson@wichita.edu	N	Y
Washburn	GG 102 3 Hours	WORLD REGIONAL GEOGRAPHY		N	Y
Total				18	32

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Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Define basic geographic concepts.
2. Utilize maps and spatial data to interpret geographic phenomena at different scales.
3. Explain the processes of regionalization.
4. Analyze human-environment interactions in different parts of the world.
5. Evaluate the implications of global interconnectedness.

Next Recommended Course for Articulation or Revision: Human Geography, Physical Geography

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Health Sciences

Kansas Regents System Number (KRSN) and Title: HSC1040 First Aid and CPR

Co-Chairs: Jacob Weber, FHSU and Julia Bichelmeyer, KCKCC

Transfer and Articulation Council Liaison(s): Jon Brumberg, KU and Tiffany Bohm, KCKCC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

FIRST AID AND CPR					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	HPE 121 3 Hours	FIRST AID AND SAFETY		N	Y
Barton CC	PHED 1246 3 Hours	FIRST AID AND EMERGENCY CARE	Jennifer Ladd laddj@bartonccc.edu	N	Y
Butler CC	HP 221 2 Hours	FIRST AID/CPR/AED	Evan Seiwert eseiwert@butlercc.edu Matthew Sanders msanders4@butlercc.edu	Y	Y
Cloud County CC	PE 131 3 Hours	FIRST AID AND SAFETY	Spencer Farha safarha@cloud.edu	N	Y
Coffeyville CC	HPER 101 2 Hours	FIRST AID	Rick King king.rick@coffeyville.edu	Y	Y
Colby CC	PE 185 3 Hours	FIRST AID & PERSONAL SAFETY		N	Y
Cowley CC	ALH 6323 3 Hours	FIRST AID AND CPR	Chris Cannon chris.cannon@cowley.edu	Y	Y
Dodge City CC	HLTH 101 3 Hours	FIRST AID	Jennifer Bernatis jbernatis@dc3.edu	Y	Y
FSCC	ALH 1011 1 Hour AND ALH 1020 1 Hour	STANDARD FIRST AID & CPR: FOR BASIC RESCUER HEALTH CARE PROVIDER	Darcus Kottwitz darcusk@fortscott.edu	Y	Y
Garden City CC	HPER-109 2 Hours	FIRST AID	Greg Greathouse greg.greathouse@gccks.edu	Y	Y
Highland CC	PE 113 3 Hours	FIRST AID AND SAFETY		N	Y
Hutchinson CC	PE 106 2 Hours	FIRST AID AND CPR	Ryan Hilty hiltyr@hutchcc.edu	Y	Y
Independence CC			Steve Howe showe@indycc.edu	Y	Y
JCCC	HPER 200 2 Hours	FIRST AID/CPR	Susan Brown sbrown@jccc.edu	Y	Y

KCKCC	EXSC 0115 2 Hours	FIRST AID	Julia Bichelmeyer julia@kckcc.edu Ron Wollenhaupt rwollenhaupt@kckcc.edu	Y	Y
Labette CC	PED 118 2 Hours	FIRST AID	Tarah Cockrell tarahc@labette.edu	Y	Y
Neosho County CC	ALHE 140 1 Hour	COMMUNITY CPR		N	Y
Pratt CC	HPR 231 3 Hours	FIRST AID AND SAFETY		N	Y
Seward County CC	PE 2112 2 Hours	RESPONDING TO EMERGENCIES		N	Y
FHTC	HHS 268 2 Hours OR HHS 267 2 Hours	FA HEARTSAVER CPR OR FIRST AID/CPR	Barb Evans bevans@fhtc.edu	N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC	ALH 139 2 Hours	FIRST AID AND CPR	Naomi Tatro naomi.tatro@salinatech.edu	N	Y
WSU Tech	ALH 105 3 Hours	FIRST AID & CPR	Lynn Loveland lloveland@wsutech.edu	Y	Y
ESU	HL 155 2 Hours	FIRST AID AND PERSONAL SAFETY	Leigha Limbach llimbach@emporia.edu	Y	Y
FHSU	HHP 220 3 Hours	RESPONDING TO EMERGENCIES	Jacob Weber jgweber@fhsu.edu	Y	Y
K-State			Gwen Ferdinand-Jacob gwenfj@ksu.edu	N	Y
KU	HSES 248 2 Hours	FIRST AID	Jeremy Pearson jeremy.pearson@ku.edu	N	Y
PSU	HHP-260 2 Hours	FIRST AID & CPR	Cole Shewmake cshewmake@pittstate.edu	N	Y
WSU	HPS 117 2 Hours	COMMUNITY FIRST AID COMM CPR		N	Y
Washburn	KN 271 2 Hours	FIRST AID AND CPR	Roy Wohl roy.wohl@washburn.edu	Y	Y
Total				15	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Recognize an emergency, assess the scene and develop an appropriate plan of action.
- Demonstrate and explain how to provide care for life- threatening and non-life threatening emergencies including but not limited to, difficulty breathing, bleeding, shock, head and spinal injuries, sudden illness, stroke, soft tissues and musculoskeletal injuries.
- Demonstrate the knowledge and skills necessary to provide emergency assistance in cases including but not limited to, choking, rescue breathing, CPR and use of AED for adults, children, and infants.
- Identify and describe how to respond effectively to a variety of environmental emergencies and manmade or natural disasters.

Next Recommended Course for Articulation or Revision: None recommended

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Health Sciences

Kansas Regents System Number (KRSN) and Title: HSC1030 Medical Terminology

Co-Chairs: Mark Kohls, Washburn and Julia Bichelmeyer, KCKCC

Transfer and Articulation Council Liaison(s): Jon Brumberg, KU and Tiffany Bohm, KCKCC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

MEDICAL TERMINOLOGY					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	MED 120 3 Hours	MEDICAL TERMINOLOGY		N	Y
Barton CC	MDAS 1672 3 Hours	MEDICAL TERMINOLOGY	Cathy Smith smithc@bartonccc.edu	Y	Y
Butler CC	AH 201 3 Hours	HEALTH PROFESSIONS MEDICAL TERMINOLOGY 1	Caleb Ediger Cediger1@butlercc.edu	Y	Y
Cloud County CC	BE 122 2 Hours	MEDICAL OFFICE VOCABULARY	Tena Myer tmyer@cloud.edu	Y	Y
Coffeyville CC	MEDA 160 3 Hours	MEDICAL TERMINOLOGY I	Wendi McDaniel mcdaniel.wendi@coffeyville.edu	Y	Y
Colby CC	AL 103 3 Hours	MEDICAL TERMINOLOGY		N	Y
Cowley CC	ALH 1655 3 Hours	MEDICAL TERMINOLOGY	Chris Cannon chris.cannon@cowley.edu	Y	Y
Dodge City CC	AH 130 3 Hours	MEDICAL TERMINOLOGY	Jennifer Bernatis jbernatis@dc3.edu	Y	Y
FSCC	SEC 2733 3 Hours OR ALH 2733 3 Hours	MEDICAL TERMINOLOGY OR MEDICAL TERMINOLOGY	Darcus Kottwitz darcusk@fortscott.edu	Y	Y
Garden City CC	EMIC-104 3 Hours	MEDICAL TERMINOLOGY	Diana Ortiz diana.ortiz@gcccks.edu	N	Y
Highland CC	BS 109 3 Hours	MEDICAL TERMINOLOGY	MELISSA ILLINGWORTH millingworth@highlandcc.edu	Y	Y
Hutchinson CC	HR 105 3 Hours	MEDICAL TERMINOLOGY	William Horton hortonw@hutchcc.edu	Y	Y
Independence CC	HEA 1143 3 Hours	MEDICAL TERMINOLOGY		N	Y
JCCC	HC 130 3 Hours	MEDICAL TERMINOLOGY FOR HEALTHCARE PROFESSIONS	Lisa Kobularcik Lkobular@jccc.edu	Y	Y

KCKCC	ALHT 0120 1 Hour AND ALHT 0126 2 Hours	MEDICAL TERMINOLOGY & MEDICAL TERMINOLOGY	Julia Bichelmeyer julia@kckcc.edu	Y	Y
Labette CC	OTEC 124 3 Hours	MEDICAL TERMINOLOGY	Ross Harper rossh@labette.edu	N	Y
Neosho County CC	ALHE 105 3 Hours	MEDICAL TERMINOLOGY		N	Y
Pratt CC	BUS 249 3 Hours	MEDICAL TERMINOLOGY	Carol Ricke carolr@prattcc.edu	Y	Y
Seward County CC	HI 1023 3 Hours	MEDICAL TERMINOLOGY		N	Y
FHTC	HHS 115 1 Hour	MEDICAL TERMINOLOGY	Barb Evans bevans@fhct.edu	N	Y
MATC	BUS 141 3 Hours	MEDICAL TERMINOLOGY		N	Y
NCK Tech	COM 210 3 Hours	MEDICAL TERMINOLOGY	Brian Dechant Bdechant@ncktc.edu	Y	Y
NWKTC	AL 190 3 Hours	MEDICAL TERMINOLOGY		N	Y
SATC	MED 103 3 Hours OR HEA 103 3 Hours	MEDICAL TERMINOLOGY OR MEDICAL TERMINOLOGY	Naomi Tatro naomi.tatro@salinatech.edu	N	Y
WSU Tech	ALH 101 3 Hours	MEDICAL TERMINOLOGY	Sara McNeil smcneil@wsutech.edu	Y	Y
ESU			Matthew Howe mhowe@emporia.edu	Y	Y
FHSU	BIOL 245 2 Hours	MEDICAL TERMINOLOGY	Jacob Weber jgweber@fhsu.edu	Y	Y
K-State	CLSCS 105 2 Hours	MED TERM:LAT & GRK SCI	Ben McCloskey mccloskey@ksu.edu	Y	Y
KU	HSES 371 3 Hours	MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONAL S	Jordan Taylor jtaylor@ku.edu	Y	Y
PSU				N	Y
WSU	HP 203 2 Hours	MEDICAL TERMINOLOGY	Diana Cochran-Black diana.cochran@wichita.edu	Y	Y
Washburn	AL 141 3 Hours	MEDICAL TERMINOLOGY	Mark Kohls mark.kohls@washburn.edu	Y	Y
Total				20	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Interpret medical terms based on word elements
2. Identify and define medical word roots, prefixes and suffixes utilized in constructing medical terms
3. Apply medical terms in the proper context
4. Communicate and spell medical terms accurately
5. Identify terms and abbreviations related to basic anatomy, physiology and pathology
6. Describe organizational components of the body, directional terms, anatomic planes, regions and quadrants

Next Recommended Course for Articulation or Revision: None recommended

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Health Science

Kansas Regents System Number (KRSN) and Title: HSC2010 Prevention and Care of Athletic Injuries

Co-Chairs: Jacob Weber, FHSU and Ron Wollenhaupt, KCKCC

Transfer and Articulation Council Liaison(s): Jon Brumberg, KU and Tiffany Bohm, KCKCC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

PREVENTION AND CARE OF ATHLETIC INJURIES					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	HPE 134 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES		N	Y
Barton CC	PHED 1253 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES	Ashely Gaeddert gaeddertas@bartoncc.edu	Y	Y
Butler CC	HP 280 3 Hours	PREVENTION AND CARE OF ATHLETIC INJURIES	Caleb Ediger cediger1@butlercc.edu	Y	Y
Cloud County CC	PE 150 3 Hours	BASIC CARE AND PREVENTION OF ATHLETIC INJURIES I	Steve Schroeder Sschroeder@cloud.edu	Y	Y
Coffeyville CC	HPER 270 3 Hours	BASIC PREVENTION AND CARE OF ATHLETIC INJURIES	Rick King king.rick@coffeyville.edu	Y	Y
Colby CC				N	Y
Cowley CC	ALH 6395 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES	Blake Smith Blake.smith@cowley.edu	N	Y
Dodge City CC	PE 251 3 Hours	BASIC CARE/PREVENTION OF ATHLETIC INJURIES	Jennifer Bernatis jbernatis@dc3.edu	Y	Y
FSCC	PHE 2553 3 Hours	FIRST AID: THE CARE AND PREVENTION OF ATHLETIC INJURIES	Sonia Gugnani soniag@fortscott.edu	Y	Y
Garden City CC	HPER-211 3 Hours	PREVENTION AND CARE OF ATHLETIC INJURIES	Greg Greathouse greg.greathouse@gcccks.edu	Y	Y
Highland CC	PE 224 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES		N	Y

Hutchinson CC	SM 180 3 Hours	BASIC SPORTS MEDICINE	Amanda Beadle beadlea@hutchcc.edu	N	Y
Independence CC	ATH 1103 3 Hours	CARE & PREVENTION OF ATHLETIC INJURIES		N	Y
JCCC	HPER 204 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURY	Beth West ewest6@jccc.edu	Y	Y
KCKCC	EXSC 0211 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES	Ron Wollenhaupt rwollenhaupt@kckcc.edu	Y	Y
Labette CC	PED 103 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES	Tarah Cockrell tarahc@labette.edu	Y	Y
Neosho County CC	HPER 207 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES AND LAB	Yuya Nakamura ynakamura@neosho.edu	N	Y
Pratt CC	HPR 292 3 Hours	CARE AND PREVENTION OF SPORTS INJURIES	Diana Jones dianaj@prattcc.edu	Y	Y
Seward County CC	PE 2613 3 Hours	CARE AND PREVENTION OF ATHLETIC INJURIES		N	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech			Vrenda Pritchard vpritchard@wsutech.edu	Y	Y
ESU	PE 345 3 Hours	PREVENT & CARE OF ATHLETIC INJ	Sally Miller smille37@emporia.edu	Y	Y
FHSU	HHP 280 3 Hours	CARE AND PREVENTION OF EXERCISE & SPORT INJURIES	Jacob Weber jgweber@fhsu.edu	Y	Y
K-State	FNDH 320 3 Hours	CARE & PREV ATH INJ	Phillip Vardiman pvardiman@ksu.edu	Y	Y
KU	HSES 350 3 Hours	CARE&PREVNTN ATHLETIC INJURIES	Jordan Taylor jtaylor@ku.edu	Y	Y
PSU	HHP-262 2 Hours	CARE & PREVENT ATHLETIC INJUR	Cole Shewmake cshewmake@pittstate.edu	N	Y
WSU	HPS 331 3 Hours AND HPS 331L	CARE PREVENTION ATHL INJURY &			

	0 Hour	CARE PREVENT ATHLETE INJRY LAB	Lindsay Luinstra lindsay.luinstra@wichita.edu	Y	Y
Washburn	KN 257 3 Hours	PREV & CARE OF ATH INJ	Roy Wohl roy.wohl@washburn.edu	Y	Y
Total				18	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Describe the rationale for and demonstrate basic skills in the application of taping, splinting, and bracing for common musculoskeletal injuries.
2. Recognize signs and symptoms for common injuries and life-threatening conditions and the associated evaluation, diagnostic techniques and acute treatment for these conditions.
3. Develop an understanding of basic methods and techniques to prevent acute athletic injuries and/or chronic conditions.
4. Demonstrate knowledge of the steps of emergency preparedness as it relates to life-threatening illnesses and conditions and develop a proper plan of action.
5. Develop a basic understanding of the etiology, nature and severity of basic athletic injuries.
6. Describe the roles and responsibilities of the various individuals who comprise the sports medicine team.

Next Recommended Course for Articulation or Revision: Introduction to Pathophysiology

Co-Chairs for Next Meeting (one University rep. and one College rep.): Jacob Weber, FHSU

Notes/Comments:

Introduction to Pathophysiology (recognize it is a Biology course but would like to recommend it because it is a requirement for many Health Science programs)

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Math

Kansas Regents System Number (KRSN) and Title: MAT1010 College Algebra

Co-Chairs: Tim Flood, PSU; Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, Labette CC

Transfer and Articulation Council Liaison(s): Jane Holwerda, DCCC and Scott Tanona, KSU

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

COLLEGE ALGEBRA					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	MAT 105 3 Hours	COLLEGE ALGEBRA	Doug Joseph djoseph@allncc.edu	Y	Y
Barton CC	MATH 1826 5 Hours OR MATH 1828 3 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA	Kristen Hathcock hathcockk@bartonccc.edu	Y	Y
Butler CC	MA 131 5 Hours OR MA 135 3 Hours OR MA 132 1 Hour AND MA 133 1 Hour AND MA 134 1 Hour	COLLEGE ALGEBRA WITH REVIEW OR COLLEGE ALGEBRA OR COLLEGE ALGEBRA 1 (ALGEBRA MODULE 10) & COLLEGE ALGEBRA 2 (ALGEBRA MODULE 11) & COLLEGE ALGEBRA 3 (ALGEBRA MODULE 12)	Cindy Bond cbond@butlercc.edu	Y	Y
Cloud County CC	MA 111 3 Hours	COLLEGE ALGEBRA	Mark Whisler mwhisler@cloud.edu Robert Zima robert.zima@cloud.edu	Y	Y
Coffeyville CC	MATH 105 3 Hours OR MATH 104 5 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA WITH REVIEW	Ryan Willis willis.ryan@coffeyville.edu	Y	Y
Colby CC	MA 178 3 Hours	COLLEGE ALGEBRA	Adam Wilson adam.wilson@colbycc.edu Peter Christman peter.christman@colbycc.edu	Y	Y

Cowley CC	MTH 4420 3 Hours OR MTH 4421 5 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA WITH REVIEW	Brooke Istas brooke.istas@cowley.edu	Y	Y
Dodge City CC	MATH 106 3 Hours	COLLEGE ALGEBRA	Dylan Faullin dfaullin@dc3.edu	Y	Y
FSCC	MAT 1083 3 Hours OR MAT 1084 4 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA WITH REVIEW	DeeAnn VanLuyck deeannv@fortscott.edu	Y	Y
Garden City CC	MATH-108 3 Hours	COLLEGE ALGEBRA	Thuy Nguyen thuy.nguyen@gcccks.edu	Y	Y
Highland CC	MAT 104 3 Hours	COLLEGE ALGEBRA	Carol White cwhite@highlandcc.edu	Y	Y
Hutchinson CC	MA 106 3 Hours	COLLEGE ALGEBRA	Sam Ramakrishna ramakrishanas@hutchcc.edu	Y	Y
Independence CC	MAT 1023 3 Hours	COLLEGE ALGEBRA	Brian Southworth bsouthworth@indycc.edu	Y	Y
JCCC	MATH 171 3 Hours	COLLEGE ALGEBRA	Rhonda Barlow rbarlow@jccc.edu	Y	Y
KCKCC	MATH 0105 3 Hours OR MATH 0105 5 Hours OR MATH 0106 3 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA WITH REVIEW OR COLLEGE ALGEBRA	Dagney Velazquez dvelazquez@kckcc.edu	Y	Y
Labette CC	MATH 115 3 Hours	COLLEGE ALGEBRA	Ralph Gouvion ralphg@labette.edu	Y	Y
Neosho County CC	MATH 113 3 Hours OR MATH 111 2 Hours AND MATH 113 3 Hours	COLLEGE ALGEBRA OR COLLEGE ALGEBRA WORKSHOP & COLLEGE ALGEBRA	Paul Walcher pwalcher@neosho.edu Rita Drybread rdrybread@neosho.edu	Y	Y
Pratt CC	MTH 178 3 Hours	COLLEGE ALGEBRA	Sarah Jackson sarahj@prattcc.edu	Y	Y
Seward County CC	MA 1173 3 Hours	COLLEGE ALGEBRA	Bonnie Merrihew bonnie.merrihew@sccc.edu	Y	Y
FHTC	MA 110 3 Hours	COLLEGE ALGEBRA	Lori Turner lturner@fhtc.edu	Y	Y
MATC	MAT 135 3 Hours	COLLEGE ALGEBRA	Brian Koch briankoch@manhattantech.edu	Y	Y
NCK Tech	MA 111 3 Hours	COLLEGE ALGEBRA	Amber Meis ameis@ncktc.edu	Y	Y

NWKTC	MATH 115 3 Hours	COLLEGE ALGEBRA	Rachel Schears rachel.schears@nwktc.edu	Y	Y
SATC	MAT 150 3 Hours	COLLEGE ALGEBRA	James Knapp james.knapp@salinatech.edu	Y	Y
WSU Tech	MTH 112 3 Hours	COLLEGE ALGEBRA	Julie Misak jmisak@wsutech.edu	Y	Y
ESU	MA 110 3 Hours	COLLEGE ALGEBRA	Brian Hollenbeck bhollenb@emporia.edu	Y	Y
FHSU	MATH 105 3 Hours OR MATH 110 3 Hours	COLLEGE ALGEBRA WITH REVIEW OR COLLEGE ALGEBRA	Keith Dreiling kdreilin@fhsu.edu	Y	Y
K-State	MATH 100 3 Hours	COLLEGE ALGEBRA	John Maginnis maginnis@ksu.edu	Y	Y
KU	MATH 101 3 Hours	COLLEGE ALGEBRA	Mat Johnson matjohn@ku.edu	Y	Y
PSU	MATH-110 5 Hours OR MATH-113 3 Hours	COLLEGE ALGEBRA WITH REVIEW OR COLLEGE ALGEBRA	Tim Flood tflood@pittstate.edu	Y	Y
WSU	MATH 111 3 Hours	COLLEGE ALGEBRA	Steve Brady sbrady12@cox.net	Y	Y
Washburn	MA 116 3 Hours	COLLEGE ALGEBRA	Stephanie Herbster stephanie.herbster@washburn.edu Sarah Cook sarah.cook@washburn.edu	Y	Y
Total				32	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

Analysis and Graphing of Functions and Equations

1. Use functional notation, including finding arithmetic combinations and compositions of functions.
2. Recognize and distinguish between functions and relations (equations).
3. 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.
4. Determine the domain and range of relations and functions.
5. Write the equation that describes a function (for types given above) or circle given its description.
6. Use graphs of functions for analysis.
7. Find the inverse of a function.

Solutions of Equations and Inequalities

1. Solve equations including literal equations, linear equations, quadratic equations by factoring and the quadratic formula, higher-order polynomial equations, equations involving rational expressions, equations involving radicals, and equations involving absolute value expressions, along with equations involving exponential or logarithmic functions.
2. Solve inequalities of the following types: linear (in one and two variables), polynomial, rational, absolute value.
3. Solve systems of inequalities by graphing.
4. Apply equations from #1 in this core outcome to real-world situations, such as depreciation, growth and decay, and max/min problems.
5. Examine and analyze data, make predictions/interpretations, and do basic modeling.
6. Solve systems of equations by various methods, including matrices.

Next Recommended Course for Articulation or Revision: Calculus I (2022) and College Algebra (2023)

Co-Chairs for Next Meeting (one University rep. and one College rep.): Tim Flood, PSU and Ralph Gouvion, Labette CC

Notes/Comments:

Kansas Core Outcomes Groups
Mathematics Meeting
October 8, 2021

Minutes

University Co-Chair: Dr. Timothy Flood, PSU

College Co-Chair: Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, LCC

TAAC Liaisons: Jane Holwerda, DCCC and Scott Tanona, KSU

Recorder: Paul Walcher.

Minutes taken from audio recording of the meeting.

The meeting was convened at 12:15pm. Attendance was taken and representatives were present from all twenty-five community and technical colleges and all seven of the universities. The co-chairs and liaisons were then introduced. Representatives were reminded of the purpose of the group (measurable learning outcomes) and referred to the student learning outcome development guide for help in developing/revising outcomes. It was also emphasized that the group was here to develop minimum standards but if individual institutions wanted to add to the minimum in their syllabi that was acceptable and even encouraged.

Discussion was opened first upon the College Algebra outcome list. College Chair Paul Walcher (recorder: hereafter abbreviated as CCPW) began discussion by pointing out some language that needed to be updated:

- 1) The first numbered item in the second list referred to “the third bullet above” when there were no bullets (an earlier bulleted version had been replaced with numbers).
- 2) Later in the meeting a representative pointed out that the last line of the list should also be its own number.
- 3) Later in the meeting it was requested that the group be consistent about punctuation at the end of our competency statements. It was decided to put periods at the end of each competency.

There was a question about whether the group might want to update the language somewhat to have more active language (more resembling recently developed lists) since the language in the current list mostly hails from the beginning of the millennium (recorder: the original version of what we have now dates back to at least the 2004 Core Outcomes report and the current list is still highly similar).

It was explained to the group (since everyone may not have been present at the previous meeting) that with Intermediate Algebra the group developed a set of four general outcomes and then specified competencies under those outcomes to establish the minimum level/standard at which those outcomes should be taught.

It was asked what CCPW thought the general headings might be if the group did decide to rewrite the list for College Algebra. He suggested the group keep the “Solve equations and inequalities” from the intermediate list and add outcomes for functions, simplifying expressions, graphing, and perhaps something related to applications though that might be too closely related to the other outcomes.

CCPW mentioned that the group doesn’t necessarily need to change the list but if revisions are necessary than certainly work could and should be done during the meeting but perhaps a task force might be organized to continue work on it for a later meeting. A representative pointed out this would be a wiser idea since wordsmithing in a large group is exceptionally tedious and time-consuming.

The co-chairs suggested that the group might want to reconsider College Algebra for the 2023 meeting since there is no course scheduled for review that year. This would allow the group to solely focus on college algebra in that meeting while also removing the burden of a three course review every five years.

The group would have to make a decision on the college algebra outcomes today so it was suggested that the group make appropriate edits to the list today and approve it but then schedule it for revising again at the 2023 meeting and possibly assign a task force to workshop it for that time. The liaisons emphasized that the TAAC really wants the outcome development to be done at the KCOG meetings, not outside (either through e-mail or in a task force). Certainly some discussions might happen outside but that should not be a substantial part of the process and if some revisions were accomplished today but it was thought more were needed the group should meet again the following year.

University Chair Tim Flood (recorder: hereafter abbreviated as UCTF) suggested that with the restriction to limit most of the work to the meeting it will be difficult to completely revamp the list and then reminded the group that the list has been satisfactory for the group and the group is only reconsidering the list because it's been five years since it was last looked at, not because there's been a problem with the list. His suggestion was to focus on any necessary minor changes (e.g. necessary language updates) and keep the list mostly as is (agreed to by Keith Dreiling (FHSU)).

It was also agreed that we suggest 2023 for our next year for revisiting College Algebra if for no other reason than to get it off the three course rotation.

Discussion then turned to revising the college algebra list. Changes are summarized below

Under the first heading

#1 and #7 were combined as #7 was thought to be somewhat redundant.

#4 was modified to include relations

Under the second heading

#1 was changed so it referred to the proper information.

There was a question specifically about item #3 from the second heading was really needed in College Algebra.

3. Solve systems of inequalities by graphing.

Carol White (HCC) raised the question of where it was used. Linear programming was mentioned by multiple institutions. Recent research from the NSF was mentioned that suggested it should be included. There was some disagreement (though a majority called for inclusion) in the room about whether it should be included or not but it was thought that the competency was general enough that it allowed for teaching the subject at higher and lower levels.

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The group was asked if they had any more discussion or news to present. Carol White said she wished to start/continue our discussion about corequisites and asked people to e-mail her if they wanted to be included in that discussion.

Representatives were encouraged to attend this year's AMATYC conference in Phoenix.

There was a suggestion of a corequisites discussion at KAMATYC next year if that was still running. James Knapp (SATC, also president of KAMATYC) said a meeting was planned for 2022 in Salina on March (3/5) and there would be some form of zoom attendance available.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Math

Kansas Regents System Number (KRSN) and Title: MAT1040 Contemporary Math/Essential Math

Co-Chairs: Tim Flood, PSU; Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, Labette CC

Transfer and Articulation Council Liaison(s): Jane Holwerda, DCCC and Scott Tanona, KSU

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

CONTEMPORARY MATH / ESSENTIAL MATH					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	MAT 130 3 Hours	ESSENTIAL MATHEMATICS	Doug Joseph djoseph@allencc.edu	Y	Y
Barton CC	MATH 1823 3 Hours	MATHEMATICS FOR LIBERAL ARTS	Laura Schlessiger schlessigerl@bartonccc.edu	Y	Y
Butler CC	MA 130 3 Hours	QUANTITATIVE REASONING	Adam Anthony aanthony1@butlercc.edu	Y	Y
Cloud County CC	MA 130 3 Hours	CONTEMPORARY MATH	David Shirkey dshirkey@cloud.edu	Y	Y
Coffeyville CC			Ryan Willis willis.ryan@coffeyville.edu	Y	Y
Colby CC			Adam Wilson adam.wilson@colbycc.edu	Y	Y
Cowley CC	MTH 4419 3 Hours	CONTEMPORARY MATH	Brooke Istas brooke.istas@cowley.edu	Y	Y
Dodge City CC	MATH 101 3 Hours	MODERN COLLEGE MATH	Stephanie Gruver sgruver@dc3.edu	Y	Y
FSCC			DeeAnn VanLuyck deeannv@fortscott.edu	Y	Y
Garden City CC			Thuy Nguyen thuy.nguyen@gcccks.edu	Y	Y
Highland CC	MAT 108 3 Hours	CONTEMPORARY MATH	Carol White cwhite@highlandcc.edu	Y	Y
Hutchinson CC			Terri McQueen mcqueent@hutchcc.edu	Y	Y
Independence CC	MAT 1123 3 Hours	CONTEMPORARY MATH	Brian Southworth bsouthworth@indycc.edu	Y	Y
JCCC	MATH 165 3 Hours	FINITE MATHEMATICS	Rob Grondahl rgrondahl@jccc.edu Rhonda Barlow rbarlow@jccc.edu	Y	Y
KCKCC	MATH 0111 3 Hours	CONTEMPORARY MATH	Rochelle Beatty Rbeatty@kckcc.edu	Y	Y
Labette CC			Ralph Gouvion ralphg@labette.edu	Y	Y

Neosho County CC	MATH 133 3 Hours	QUANTITATIVE REASONING	Kimberly Christensen kchristensen@neosho.edu Paul Walcher pwalcher@neosho.edu	Y	Y
Pratt CC			Sarah Jackson sarahj@prattcc.edu	Y	Y
Seward County CC			Heather Hannah heather.hannah@sccc.edu	Y	Y
FHTC	MA 108 3 Hours	ESSENTIALS MATH	Lori Turner lturner@fhtc.edu	Y	Y
MATC			Brian Koch briankoch@manhattantech.edu	Y	Y
NCK Tech	MA 102 3 Hours	ESSENTIAL MATH	Sean Keady skeady@ncktc.edu	Y	Y
NWKTC				N	Y
SATC			James Knapp james.knapp@salinatech.edu	Y	Y
WSU Tech			Julie Misak jmisak@wsutech.edu	Y	Y
ESU	MA 156 3 Hours	PRINCIPLES OF MATHEMATICS	Brian Hollenbeck bhollenb@emporia.edu	Y	Y
FHSU	MATH 101 3 Hours	CONTEMPORARY MATHEMATICS	Keith Dreiling kdreilin@fhsu.edu	Y	Y
K-State			John Maginnis maginnis@ksu.edu	Y	N
KU			Mat Johnson matjohn@ku.edu	Y	Y
PSU	MATH-133 3 Hours	QUANTITATIVE REASONING	Tim Flood tflood@pittstate.edu	Y	Y
WSU	MATH 131 3 Hours	CONTEMPORARY MATHEMATICS	Steve Brady sbrady12@cox.net Mark Arrasmith	Y	Y
Washburn	MA 112 3 Hours	CONTEMPORARY COLLEGE MATHEMATICS	Beth McNamee beth.mcnamee@washburn.edu Sarah Cook sarah.cook@washburn.edu	Y	Y
Total				31	31

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Apply critical and logical thinking skills to various applications.
2. Apply estimation and an understanding of numbers to various applications.
3. Apply generalizations, principles, theories, or rules to the real world with respect to different disciplines.
4. Use statistics for decision making.
5. Demonstrate basic concepts of probability and risk.
6. Apply mathematical tools to financial applications.
7. Apply mathematics to the study of social issues.

Next Recommended Course for Articulation or Revision: Calculus I (2022). College Algebra (2023)

Co-Chairs for Next Meeting (one University rep. and one College rep.): Tim Flood, PSU and Ralph Gouvion, LCC

Notes/Comments:

Kansas Core Outcomes Groups Mathematics Meeting October 8, 2021

Minutes

University Co-Chair: Dr. Timothy Flood, PSU

College Co-Chair: Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, LCC

TAAC Liaisons: Jane Holwerda, DCCC and Scott Tanona, KSU

Recorder: Paul Walcher.

Minutes taken from audio recording of the meeting.

The meeting was convened at 12:15pm. Attendance was taken and representatives were present from all twenty-five community and technical colleges and all seven of the universities. The co-chairs and liaisons were then introduced. Representatives were reminded of the purpose of the group (measurable learning outcomes) and referred to the student learning outcome development guide for help in developing/revising outcomes. It was also emphasized that the group was here to develop minimum standards but if individual institutions wanted to add to the minimum in their syllabi that was acceptable and even encouraged.

Discussion was opened first upon the College Algebra outcome list. College Chair Paul Walcher (recorder: hereafter abbreviated as CCPW) began discussion by pointing out some language that needed to be updated:

- 1) The first numbered item in the second list referred to “the third bullet above” when there were no bullets (an earlier bulleted version had been replaced with numbers).

- 2) Later in the meeting a representative pointed out that the last line of the list should also be its own number.
- 3) Later in the meeting it was requested that the group be consistent about punctuation at the end of our competency statements. It was decided to put periods at the end of each competency.

There was a question about whether the group might want to update the language somewhat to have more active language (more resembling recently developed lists) since the language in the current list mostly hails from the beginning of the millennium (recorder: the original version of what we have now dates back to at least the 2004 Core Outcomes report and the current list is still highly similar).

It was explained to the group (since everyone may not have been present at the previous meeting) that with Intermediate Algebra the group developed a set of four general outcomes and then specified competencies under those outcomes to establish the minimum level/standard at which those outcomes should be taught.

It was asked what CCPW thought the general headings might be if the group did decide to rewrite the list for College Algebra. He suggested the group keep the “Solve equations and inequalities” from the intermediate list and add outcomes for functions, simplifying expressions, graphing, and perhaps something related to applications though that might be too closely related to the other outcomes.

CCPW mentioned that the group doesn’t necessarily need to change the list but if revisions are necessary than certainly work could and should be done during the meeting but perhaps a task force might be organized to continue work on it for a later meeting. A representative pointed out this would be a wiser idea since wordsmithing in a large group is exceptionally tedious and time-consuming.

The co-chairs suggested that the group might want to reconsider College Algebra for the 2023 meeting since there is no course scheduled for review that year. This would allow the group to solely focus on college algebra in that meeting while also removing the burden of a three course review every five years.

The group would have to make a decision on the college algebra outcomes today so it was suggested that the group make appropriate edits to the list today and approve it but then schedule it for revising again at the 2023 meeting and possibly assign a task force to workshop it for that time. The liaisons emphasized that the TAAC really wants the outcome development to be done at the KCOG meetings, not outside (either through e-mail or in a task force). Certainly some discussions might happen outside but that should not be a substantial part of the process and if some revisions were accomplished today but it was thought more were needed the group should meet again the following year.

University Chair Tim Flood (recorder: hereafter abbreviated as UCTF) suggested that with the restriction to limit most of the work to the meeting it will be difficult to completely revamp the list and then reminded the group that the list has been satisfactory for the group and the group is only reconsidering the list because it’s been five years since it was last looked at, not because there’s been a problem with the list. His suggestion was to focus on any necessary minor

changes (e.g. necessary language updates) and keep the list mostly as is (agreed to by Keith Dreiling (FHSU)).

It was also agreed that we suggest 2023 for our next year for revisiting College Algebra if for no other reason than to get it off the three course rotation.

Discussion then turned to revising the college algebra list. Changes are summarized below

Under the first heading

#1 and #7 were combined as #7 was thought to be somewhat redundant.

#4 was modified to include relations

Under the second heading

#1 was changed so it referred to the proper information.

There was a question specifically about item #3 from the second heading was really needed in College Algebra.

3. Solve systems of inequalities by graphing.

Carol White (HCC) raised the question of where it was used. Linear programming was mentioned by multiple institutions. Recent research from the NSF was mentioned that suggested it should be included. There was some disagreement (though a majority called for inclusion) in the room about whether it should be included or not but it was thought that the competency was general enough that it allowed for teaching the subject at higher and lower levels.

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Date: 10/08/2021

Discipline: Math

Kansas Regents System Number (KRSN) and Title: MAT1050 General/Business Calculus

Co-Chairs: Tim Flood, PSU; Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, Labette CC

Transfer and Articulation Council Liaison(s): Jane Holwerda, DCCC and Scott Tanona, KSU

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

GENERAL/BUSINESS CALCULUS					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC			Doug Joseph djoseph@allenc.edu	Y	Y
Barton CC	MATH 1831 3 Hours	BUSINESS CALCULUS	Jo Harrington harringtonj@bartonccc.edu	Y	Y
Butler CC	MA 148 3 Hours	CALCULUS WITH APPLICATIONS	Ben Bunck bbunck@butlercc.edu	Y	Y
Cloud County CC	MA 115 3 Hours	LINEAR ALGEBRA AND GENERAL CALCULUS	Christopher Preston cpreston@cloud.edu	Y	N
Coffeyville CC			Ryan Willis willis.ryan@coffeyville.edu	Y	Y
Colby CC	MA 210 3 Hours OR MA 210 4 Hours	CALCULUS: FOR BUSINESS AND LIBERAL ARTS OR CALCULUS: FOR BUSINESS & LIBERAL ARTS	Adam Wilson adam.wilson@colbycc.edu Peter Christman peter.christman@colbycc.edu	Y	Y
Cowley CC	MTH 4432 3 Hours	CALCULUS FOR BUSINESS AND ECONOMICS	Uwe Conrad uwe.conrad@cowley.edu	Y	Y
Dodge City CC	MATH 130 4 Hours	PRINCIPLES OF CALCULUS	Kent Craghead kent@dc3.edu	Y	Y
FSCC			DeeAnn VanLuyck deeannv@fortscott.edu	Y	Y
Garden City CC	MATH-121 3 Hours	FUNDAMENTALS OF CALCULUS	Thuy Nguyen thuy.nguyen@gcccks.edu	Y	Y
Highland CC	MAT 107 3 Hours	GENERAL CALCULUS AND LINEAR ALGEBRA	Carol White cwhite@highlandcc.edu	Y	Y
Hutchinson CC	MA 110 3 Hours	CALCULUS	Terri McQueen mcqueent@hutchcc.edu	Y	Y
Independence CC	MAT 1153 3 Hours	BUSINESS CALCULUS	Brian Southworth bsouthworth@indycc.edu	Y	Y

JCCC	MATH 231 3 Hours	BUSINESS AND APPLIED CALCULUS I	Rob Grondahl rgrondahl@jccc.edu Rhonda Barlow rbarlow@jccc.edu	Y	Y
KCKCC	MATH 0120 3 Hours	CALCULUS I	Dagney Velazquez dvelazquez@kckcc.edu	Y	Y
Labette CC			Ralph Gouvion ralphg@labette.edu	Y	Y
Neosho County CC			Paul Walcher pwalcher@neosho.edu	Y	Y
Pratt CC	MTH 187 4 Hours	CALCULUS METHODS	Sarah Jackson sarahj@prattcc.edu	Y	Y
Seward County CC	MA 2304 4 Hours	BUSINESS CALCULUS	Brad Kearn brad.kearn@sccc.edu	Y	Y
FHTC				N	Y
MATC			Brian Koch briankoch@manhattantech.edu	Y	Y
NCK Tech				N	Y
NWKTC	MATH 241 3 Hours	APPLIED CALCULUS		N	Y
SATC			James Knapp james.knapp@salinatech.edu	Y	N
WSU Tech			Julie Misak jmisak@wsutech.edu	Y	Y
ESU	MA 165 5 Hours	BASIC CALCULUS	Brian Hollenbeck bhollenb@emporia.edu	Y	Y
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K-State			John Maginnis maginnis@ksu.edu	Y	N
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Total				29	29

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Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Evaluate limits of functions.
2. Use limits to determine continuity of a function at a point.
3. Determine differentiability of a function at a point.
4. Differentiate algebraic, exponential, and logarithmic functions.
5. Interpret derivatives as the slopes of tangent lines, instantaneous rates of change, and marginals.
6. Use derivatives to describe the behavior of a function.
7. Apply derivatives to problems including those in economics, business, and the sciences.
8. Calculate antiderivatives of algebraic and exponential functions.
9. Evaluate definite integrals.
10. Apply antiderivatives to problems including those in economics, business, and the sciences.

Next Recommended Course for Articulation or Revision: Calculus I (2022) and College Algebra (2023)

Co-Chairs for Next Meeting (one University rep. and one College rep.): Tim Flood, PSU and Ralph Gouvion, Labette CC

Notes/Comments:

Kansas Core Outcomes Groups Mathematics Meeting October 8, 2021

Minutes

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College Co-Chair: Paul Walcher, NCCC; James Knapp, SATC; Ralph Gouvion, LCC

TAAC Liaisons: Jane Holwerda, DCCC and Scott Tanona, KSU

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The co-chairs suggested that the group might want to reconsider College Algebra for the 2023 meeting since there is no course scheduled for review that year. This would allow the group to solely focus on college algebra in that meeting while also removing the burden of a three course review every five years.

The group would have to make a decision on the college algebra outcomes today so it was suggested that the group make appropriate edits to the list today and approve it but then schedule it for revising again at the 2023 meeting and possibly assign a task force to workshop it for that time. The liaisons emphasized that the TAAC really wants the outcome development to be done at the KCOG meetings, not outside (either through e-mail or in a task force). Certainly some discussions might happen outside but that should not be a substantial part of the process and if some revisions were accomplished today but it was thought more were needed the group should meet again the following year.

University Chair Tim Flood (recorder: hereafter abbreviated as UCTF) suggested that with the restriction to limit most of the work to the meeting it will be difficult to completely revamp the list and then reminded the group that the list has been satisfactory for the group and the group is

only reconsidering the list because it's been five years since it was last looked at, not because there's been a problem with the list. His suggestion was to focus on any necessary minor changes (e.g. necessary language updates) and keep the list mostly as is (agreed to by Keith Dreiling (FHSU)).

It was also agreed that we suggest 2023 for our next year for revisiting College Algebra if for no other reason than to get it off the three course rotation.

Discussion then turned to revising the college algebra list. Changes are summarized below

Under the first heading

#1 and #7 were combined as #7 was thought to be somewhat redundant.

#4 was modified to include relations

Under the second heading

#1 was changed so it referred to the proper information.

There was a question specifically about item #3 from the second heading was really needed in College Algebra.

3. Solve systems of inequalities by graphing.

Carol White (HCC) raised the question of where it was used. Linear programming was mentioned by multiple institutions. Recent research from the NSF was mentioned that suggested it should be included. There was some disagreement (though a majority called for inclusion) in the room about whether it should be included or not but it was thought that the competency was general enough that it allowed for teaching the subject at higher and lower levels.

#4 was changed so it now referred to #1 under the same heading and the language about depreciation was simplified.

Additions to #5 and #6 were discussed but ultimately it was decided that the original language was appropriately vague allowing for needed variance.

John Maginnis (KSU) mentioned that in earlier versions of the list it had said that "students should use appropriate technology to" instead of the standard "upon completion of this course, students will be able to:"

CCPW mentioned that the group could include this in comments but would not be allowed to replace the standard statement on the posted list. There was discussion about whether this statement should be included within the outcomes but it was ultimately decided that 1) It was an understood requirement and 2) the TAAC probably couldn't require it anyway as it was specifying how to teach not what to teach. The comment was not included but it was thought that perhaps it might be considered in future revisions.

Carol White (HCC) moved to call for a vote on the outcomes. Doug Joseph (ACC) seconded. CCPW called the vote. The vote was unanimous to approve and all institutions were present. The chairs called for a short break while representatives for the next course were e-mailed.

The meeting was reconvened slightly after 2:00 (2:01 was the scheduled time) to discuss the second course, Contemporary/Essential Math. The group was reminded that this course was the

group's attempt to come up with a "Math for Liberal Arts" course. It was mentioned that there hadn't been much discussion so the chairs wondered if there were any significant disagreements at all. A request was made to combine outcomes #3 and #8 because they covered the same material. After some discussion #3 was revised and expanded and #8 was deleted.

Periods were added.

Carol White (HCC) called for a vote. David Shirkey (CCCC) seconded. The vote was called by CCPW. Twenty-four of twenty-five community and technical colleges were represented. NWKTC was absent so it was counted as a Yes vote. The vote was unanimous. Seven out of seven universities were represented, six voted to approve, KSU voted no (the explanation was given that they have a course with the same name but it is not the course described).

The chairs called for another short break while representatives were e-mailed for the next course.

The meeting was reconvened at approximately 2:30 to discuss the third course General/Business Calculus. Carol White (HCC) indicated she disliked how the references to the sciences were written in outcomes 7 and 10. Several other representatives agreed so after some deliberation the group revised the language to say "problems including those in economics, business, and the sciences."

Periods were added.

#8 was changed to say "Calculate antiderivatives of ..."

It was discussed whether #1 and #2 should be combined but it was eventually decided that they were distinct enough they should be kept separate because it was important to assess both.

UCTF reminded the group that we're only looking at the list because it's five years old, not because anyone has said there are problems with the list.

Steve Brady (WSU) called for a vote. Mat Johnson (KSU) seconded. CCPW called the vote. Twenty-two of twenty-five community and technical colleges were present. FHTC, NCK Tech, and NWKTC were absent so their votes were counted as yes. The vote was twenty-three yes, two no. CCCC and SATC voted no to align with KSU. Seven of seven universities were present. The vote was five yes, one no (KSU), one abstained (PSU since they do not offer the course).

With that vote, course outcome revisions were completed. Next on the agenda the chairs said they would send out the outcomes lists and reports after the meeting (recorder: the lists were made available soon after the meeting, the reports were delayed till the next week) and reminded the faculty to please check their course information for accuracy in the reports.

There was a question (from Carol White) about whether the group might want to consider articulating a list for Calculus II at some point. There was reluctance to add another course to the transfer list unless it was called for by KBOR since they do research on their own as to what is appropriate for statewide transfer. UCTF mentioned that since we were discussing Calculus I in 2022, that discussion might give the group some insight as to whether Calculus II might be worth pursuing.

The recommendation was then made by the group that Calculus I be discussed at the 2022 meeting with perhaps some initial discussion about the 2023 revisiting of College Algebra. It was brought up that the meetings by Zoom have been more convenient for the schedules of faculty members so it was asked if group might continue in that modality at least for the 2022 meeting. The liaisons mentioned that that was certainly under discussion in the TAAC as there

are many reasons to continue.

Next on the agenda was the selection of co-chairs. The liaisons mentioned that it was fine to select chairs at the meeting but people would also be allowed to volunteer in the signup process. It was brought up to the liaisons that occasionally people are volunteered without their input (because often a large group of representatives are signed up by a superior) so this process might need to be slightly revised. The liaisons replied they would take this input to the TAAC. Tim Flood (PSU) said he would continue as University Co-Chair. Ralph Gouvion (LCC) indicated he would serve as College Co-chair for the next year replacing Paul Walcher (NCCC) who had completed his ninth year as chair/co-chair (recorder: Thanks for all the kind words in the room and after.).

The group was asked if they had any more discussion or news to present. Carol White said she wished to start/continue our discussion about corequisites and asked people to e-mail her if they wanted to be included in that discussion.

Representatives were encouraged to attend this year's AMATYC conference in Phoenix.

There was a suggestion of a corequisites discussion at KAMATYC next year if that was still running. James Knapp (SATC, also president of KAMATYC) said a meeting was planned for 2022 in Salina on March (3/5) and there would be some form of zoom attendance available.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Political Science

Kansas Regents System Number (KRSN) and Title: POL2020 State and Local Government

Co-Chairs: Michael Smith, ESU and Benjamin Seel, Independence CC

Transfer and Articulation Council Liaison(s): Jon Marshall, Allen CC and Marcus Porter, FHSU

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

STATE AND LOCAL GOVERNMENT					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	POL 130 3 Hours	STATE AND LOCAL GOVERNMENT	Jon Wells wells@allencc.edu	Y	Y
Barton CC	POLS 1828 3 Hours	STATE AND LOCAL GOVERNMENT	Jason Lindstrom lindstromj@bartonccc.edu	Y	Y
Butler CC	PO 142 3 Hours	STATE AND LOCAL GOVERNMENT	Orion Yoesle oyoesle@butlercc.edu	Y	Y
Cloud County CC	SS 141 3 Hours	UNITED STATES GOVERNMENT- STATE AND LOCAL	Kevin Pounds kpounds@cloud.edu	Y	Y
Coffeyville CC			Kristi Brautman brautman.kristi@coffeyville.edu	Y	Y
Colby CC	PO 105 3 Hours	STATE AND LOCAL GOVERNMENT	Michael Thompson michael.thompson@colbycc.edu	Y	Y
Cowley CC	POL 6612 3 Hours	STATE AND LOCAL GOVERNMENT	Frank Arnold FRANK.ARNOLD@COWLEY.EDU	Y	Y
Dodge City CC	GOV 102 3 Hours	STATE AND LOCAL GOVERNMENT	Tony Wiley twiley@dc3.edu	Y	Y
FSCC	POL 1023 3 Hours	STATE AND LOCAL GOVERNMENT	Gerald Hart geraldh@fortscott.edu	Y	Y
Garden City CC			Dru Saddler dru.saddler@gcccks.edu	Y	Y
Highland CC	POL 115 3 Hours	STATE AND LOCAL GOVERNMENT		N	Y
Hutchinson CC	GO 101 3 Hours	STATE AND LOCAL GOVERNMENT	Jason Knapp knappj@hutchcc.edu Jess Fortner fortnerj@hutchcc.edu	Y	Y
Independence CC			Benjamin Seel bseel@indycc.edu	Y	Y
JCCC	POLS 126 3 Hours	STATE AND LOCAL GOVERNMENT	Andrea Vieux avieux@jccc.edu	Y	Y
KCKCC	POSC 0112 3 Hours	STATE AND LOCAL GOVERNMENT		N	Y
Labette CC			Tim Miller		

			timmm@labette.edu	Y	Y
Neosho County CC	SOSC 102 3 Hours	STATE AND LOCAL GOVERNMENT	Kevin Blackwell kblackwell@neosho.edu	Y	Y
Pratt CC	POS 132 3 hours	STATE & LOCAL GOVERNMENT & POLITICS	Jason Ratcliffe jasonr@prattcc.edu	Y	Y
Seward County CC				N	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech			Lisa Hilt lihilt@wsutech.edu	N	Y
ESU	PO 322 3 Hours	STATE AND LOCAL GOVERNMENT	Michael Smith msmith3@emporia.edu	Y	Y
FHSU	POLS 103 3 Hours	STATE AND LOCAL GOVERNMENT	Christopher Olds cpolds@fhsu.edu	Y	Y
K-State	POLSC 321 3 Hours	KANS POL AND GOVT	Susan Peterson skp@ksu.edu	Y	N
KU			John Kennedy kennedy1@ku.edu	Y	Y
PSU			Darren Botello-Samson dbotello-samson@pittstate.edu	Y	Y
WSU	POLS 319 3 Hours	STATE GOVERNMENT	Neal Allen neal.allen@wichita.edu	Y	Y
Washburn	PO 107 3 Hours	AMER STATE & LOCAL GOV'T	Grant Armstrong grant.armstrong@washburn.edu	Y	Y
Total				23	31

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Analyze the complex relations of state and local institutions within the U.S. Constitutional systems of federalism and separation of powers.
- Describe the policymaking mechanics and functions performed at the state and local government levels.
- Contrast aspects of state and local governments, such as their scope, boundaries of authority, and possibilities for citizen participation.
- Assess the provision, implementation, and evaluation of services to the public, including how administration is affected by the balance of power between state and local governments.
- Evaluate the ways in which local and state officials are elected or appointed.

Next Recommended Course for Articulation or Revision: None recommended

Co-Chairs for Next Meeting (one University rep. and one College rep.): Michael Smith, ESU and Benjamin Seel, Independence CC

Date: 10/08/2021

Discipline: Psychology

Kansas Regents System Number (KRSN) and Title: PSY2020 Human Lifespan/Developmental Psychology

Co-Chairs: Jennifer Smith, Washburn University

Transfer and Articulation Council Liaison(s): Eric Ketchum, Highland; Jennifer Ball, Washburn; Tricia Parks, FHTC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

HUMAN LIFESPAN/DEVELOPMENTAL PSYCHOLOGY					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	PSY 263 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Amy Pietan pietan@allencc.edu	Y	Y
Barton CC	PSYC 1014 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Randy Allen allenr@bartonccc.edu	Y	Y
Butler CC	BS 260 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Mary McMackin mmcmacki@butlercc.edu	Y	Y
Cloud County CC	SS 105 3 Hours	HUMAN GROWTH AND DEVELOPMENT	Beth Whisler bwhisler@cloud.edu	Y	Y
Coffeyville CC	PSYC 102 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Mike Arpin arpin.mike@coffeyville.edu	Y	Y
Colby CC	PS 276 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Krista Carter krista.carter@colbycc.edu	Y	Y
Cowley CC	PSY 6712 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Krystle Nies krystle.nies@cowley.edu	Y	Y
Dodge City CC	PSY 202 3 Hours OR PSY 102 3 Hours	DEVELOPMENTAL PSYCHOLOGY OR HUMAN GROWTH AND DEVELOPMENT	Joshua Smith jsmith@dc3.edu	Y	Y
FSCC	PSY 1023 3 Hours	PSYCHOLOGY OF THE HUMAN LIFESPAN	Deborah Allen deboraha@fortscott.edu	Y	Y
Garden City CC	PSYC-210 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Cody Cundiff cody.cundiff@gcccks.edu	Y	Y
Highland CC	PSY 205 3 Hours	HUMAN GROWTH AND DEVELOPMENT	Shane Finley sfinley@highlandcc.edu	Y	Y
Hutchinson CC	PS 102 3 Hours	HUMAN GROWTH AND DEVELOPMENT	Taliatha Hudson-Palmer hudsonpalmer@hutchcc.edu	Y	Y
Independence CC	BEH 2003 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Brett Gilcrist bgilcrist@indycc.edu	Y	Y
JCCC	PSYC 218 3 Hours	HUMAN DEVELOPMENT	Pete Peterson ppetersn@jccc.edu	Y	Y

KCKCC	PSYC 0203 3 Hours	HUMAN DEVELOPMENT	AntonioCutolo-Ring antonio@kckcc.edu	Y	Y
Labette CC	PSYC 201 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Deanna Huffman deannag@labette.edu	Y	Y
Neosho County CC	PSYC 263 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Mark Johnston mjohnston@neosho.edu	Y	Y
Pratt CC	PSY 132 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Amanda Wade amandaw@prattcc.edu	Y	Y
Seward County CC	BH 2303 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Russ Reglin russ.reglin@sccc.edu	Y	Y
FHTC	HHS 101 3 Hours	GROWTH AND DEVELOPMENT	Tricia Parks pparks@fhtc.edu	Y	Y
MATC	PSY 125 3 Hours	HUMAN GROWTH & DEVELOPMENT		N	Y
NCK Tech	SS 105 3 Hours	HUMAN GROWTH AND DEVELOPMENT	Rene Meyers rmeyers@ncktc.edu	Y	Y
NWKTC	PSY 177 3 Hours	DEVELOPMENTAL PSYCHOLOGY		N	Y
SATC	PSY 105 3 Hours	HUMAN DEVELOPMENT	Sara Fisher sara.fisher@salinatech.edu	Y	Y
WSU Tech	PSY 120 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Lisa Hilt lihilt@wsutech.edu	Y	Y
ESU	PY 210 3 Hours OR PY 212 3 Hours	PSYCHOLOGY OF DEVELOPMENT OR DEV PSYCH NURSING & OTHER MAJR	Jenny Moss jmoss3@emporia.edu	Y	Y
FHSU	TEEL 231 3 Hours	HUMAN GROWTH AND DEVELOPMENT	Stephanie Muth sdmuth@fhsu.edu	Y	Y
K-State	HDFS 110 3 Hours	INTRO TO HUMAN DEV	Laura Brannon Lbrannon@ksu.edu	Y	Y
KU	PSYC 250 / ABSC 250	HUMAN DEVELOPMENT	Mike Vitevitch mvitevitch@ku.edu	Y	Y
PSU	PSYCH-263 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Cebrail Karayigit ckarayigit@pittstate.edu	Y	Y
WSU	PSY 325 3 Hours	DEVELOPMENTAL PSYCHOLOGY	Rhonda Lewis rhonda.lewis@wichita.edu	Y	Y
Washburn	HS 131 3 Hours	HUMAN DEVELOPMENT	Deborah Altus deborah.altus@washburn.edu JenniferSmith jennifer.smith8@washburn.edu	Y	Y
Total				30	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

- Distinguish among developmental theories
- Distinguish research methods in development
- Describe social and emotional development throughout the lifespan
- Explain cognitive development throughout the lifespan
- Examine the processes of physical development throughout the lifespan
- Describe the processes of death and dying

Next Recommended Course for Articulation or Revision: intro level statistics for psychology or intro to research methods for psychology course

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Notes/Comments:

Next Recommended Course: Possibly, maybe, could be (very worried about causing problems) an intro level statistics for psychology or intro to research methods for psychology course.

- The entire group voted to add this statement under the Core Student Learning Outcomes:

THESE HUMAN DEVELOPMENT OUTCOMES DO NOT PROSCRIBE HOW THIS COURSE SHOULD BE TAUGHT. BOTH CHRONOLOGICAL AND TOPICAL PRESENTATIONS OF THIS BODY OF KNOWLEDGE ARE EFFECTIVE PEDAGOGICAL APPROACHES.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*

Date: 10/08/2021

Discipline: Psychology

Kansas Regents System Number (KRSN) and Title: PSY1010 Introduction to Psychology

Co-Chairs: Jennifer Smith, Washburn University

Transfer and Articulation Council Liaison(s): Eric Ketchum, Highland; Jennifer Ball, Washburn; Tricia Parks, FHTC

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

INTRODUCTION TO PSYCHOLOGY					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC	PSY 101 3 Hours	INTRODUCTION TO PSYCHOLOGY	Amy Pietan pietan@allencc.edu	Y	Y
Barton CC	PSYC 1000 3 Hours	GENERAL PSYCHOLOGY	Randy Allen allenr@bartonccc.edu	Y	Y
Butler CC	BS 160 3 Hours	GENERAL PSYCHOLOGY	Monica Lorg mlorg1@butlercc.edu	Y	Y
Cloud County CC	SS 101 3 Hours	GENERAL PSYCHOLOGY	Beth Whisler bwhisler@cloud.edu	Y	Y
Coffeyville CC	PSYC 101 3 Hours	GENERAL PSYCHOLOGY	Mike Arpin arpin.mike@coffeyville.edu	Y	Y
Colby CC	PS 176 3 Hours	GENERAL PSYCHOLOGY	Krista Carter krista.carter@colbycc.edu	Y	Y
Cowley CC	PSY 6711 3 Hours	GENERAL PSYCHOLOGY	Krystle Nies krystle.nies@cowley.edu	Y	Y
Dodge City CC	PSY 101 3 Hours	GENERAL PSYCHOLOGY	Joshua Smith jsmith@dc3.edu	Y	Y
FSCC	PSY 1013 3 Hours	GENERAL PSYCHOLOGY	Deborah Allen deboraha@fortscott.edu	Y	Y
Garden City CC	PSYC-101 3 Hours	GENERAL PSYCHOLOGY	Cody Cundiff cody.cundiff@gcccks.edu	Y	Y
Highland CC	PSY 101 3 Hours	GENERAL PSYCHOLOGY	Shane Finley sfinley@highlandcc.edu	Y	Y
Hutchinson CC	PS 100 3 Hours	GENERAL PSYCHOLOGY	Taliatha Hudson-Palmer hudsonpalmer@hutchcc.edu	Y	Y
Independence CC	BEH 1003 3 Hours	GENERAL PSYCHOLOGY	Brett Gilcrist bgilcrist@indycc.edu	N	Y
JCCC	PSYC 130 3 Hours	INTRODUCTION TO PSYCHOLOGY	Pete Peterson ppetersn@jccc.edu	Y	Y
KCKCC	PSYC 0101 3 Hours	PSYCHOLOGY	Heidi English henglish@kckcc.edu	Y	Y
Labette CC	PSYC 101 3 Hours	GENERAL PSYCHOLOGY	Deanna Huffman deannag@labette.edu	Y	Y

Neosho County CC	PSYC 155 3 Hours	GENERAL PSYCHOLOGY	Mark Johnston mjohnston@neosho.edu	Y	Y
Pratt CC	PSY 176 3 Hours	GENERAL PSYCHOLOGY	Amanda Wade amandaw@prattcc.edu	Y	Y
Seward County CC	BH 1303 3 Hours	GENERAL PSYCHOLOGY	kathryn red katy.redd@sccc.edu	Y	Y
FHTC	PY 100 3 Hours	INTRO TO PSYCHOLOGY	Pete Leyva pleyva@fhtc.edu	Y	Y
MATC	PSY 100 3 Hours	GENERAL PSYCHOLOGY		N	Y
NCK Tech	SS 100 3 Hours	GENERAL PSYCHOLOGY	Alyssa Lombardi alombardi@ncktc.edu	Y	Y
NWKTC	PSY 176 3 Hours	PSYCHOLOGY	Lisa Blair lisa.blair@nwktc.edu	N	Y
SATC	PSY 101 3 Hours	GENERAL PSYCHOLOGY	Sara Fisher sara.fisher@salinatech.edu	Y	Y
WSU Tech	PSY 101 3 Hours	GENERAL PSYCHOLOGY	Lisa Hilt lihilt@wsutech.edu	Y	Y
ESU	PY 100 3 Hours	INTRODUCTORY PSYCHOLOGY	Cathy Grover cgrover@emporia.edu	Y	Y
FHSU	PSY 100 3 Hours	GENERAL PSYCHOLOGY	DharmaJairam d_jairam2@fhsu.edu	Y	Y
K-State	PSYCH 110 3 Hours	GENERAL PSYCHOLOGY	Laura Brannon lbrannon@ksu.edu	Y	Y
KU	PSYC 104 3 Hours	GENERAL PSYCHOLOGY	Mike Vitevitch mvitevitch@ku.edu	Y	Y
PSU	PSYCH-155 3 Hours	GENERAL PSYCHOLOGY	Jamie Wood jwood@pittstate.edu	Y	Y
WSU	PSY 111 3 Hours	GENERAL PSYCHOLOGY	Rhonda Lewis rhonda.lewis@wichita.edu	Y	Y
Washburn	PY 100 3 Hours	BASIC CONCEPTS IN PSYCHOLOGY	Tucker Jones tucker.jones@washburn.edu	Y	Y
Total				29	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

Upon completion of this course, 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. Identify principles 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 of social psychology

Next Recommended Course for Articulation or Revision: None recommended

Co-Chairs for Next Meeting (one University rep. and one College rep.): None recommended

Date: 10/08/2021

Discipline: Sociology

Kansas Regents System Number (KRSN) and Title: SOC2030 Cultural Diversity and Ethnicity

Co-Chairs: Marche Fleming-Randle, WSU and Cheree Anthony-Encapera, Butler CC

Transfer and Articulation Council Liaison(s): Linnea Glenmayer, WSU; Phil Speary, Butler CC; April Henry, KBOR

Equivalent courses from Kansas Public Institutions for which Core Outcomes apply:

CULTURAL DIVERSITY AND ETHNICITY					
Institution	Course ID & Credit Hours	Course Title	Institution Appointed Voting Faculty Member and E-mail	Present Y or N	Vote Y or N
Allen CC			José Páez Reisler perezreisler@allenc.edu	Y	Y
Barton CC	SOCI 1129 3 Hours	CROSS CULTURAL AWARENESS	Kurt Konda kondak@bartonccc.edu	Y	Y
Butler CC	BS 222 3 Hours	DIVERSITY AND INEQUALITY IN THE U.S.	Cheree Encapera santhony@butlercc.edu	Y	Y
Cloud County CC	SS 131 3 Hours	RACE AND ETHNIC RELATIONS IN THE UNITED STATES	Paul Gardner pgardner@cloud.edu Kristina Frost kgfrost@cloud.edu	Y	Y
Coffeyville CC	HUMN 185 3 Hours	DIVERSITY IN SOCIETY	Courey Feerer feerer.courey@coffeyville.edu	Y	Y
Colby CC	SO 210 3 Hours	SOCIOLOGY OF DISCRIMINATION	Linda Davis-Stephens linda.davis-stephens@colbycc.edu Michael Thompson michael.thompson@colbycc.edu	Y	Y
Cowley CC			Marlys Cervantes marlys.cervantes@cowley.edu	Y	Y
Dodge City CC			Rodney Clayton rclayton@dc3.edu	Y	Y
FSCC				N	Y
Garden City CC			Karen Adams karen.adams@gcccks.edu	Y	Y
Highland CC			Kristin Woodruff kwoodruff@highlandcc.edu	Y	Y
Hutchinson CC	SO 113 3 Hours	CULTURAL DIVERSITY	Kim Newberry newberryk@hutchcc.edu	Y	Y
Independence CC	SOC 2113 3 Hours	INTRODUCTION TO RACE AND ETHNIC RELATIONS	Malinda Williams mwilliams@indycc.edu	Y	Y

JCCC		DIVERSITY AND INEQUALITY IN THE US	Uros Petrovic upetrovi@jccc.edu Brian Zirkle bzirkle@jccc.edu	Y	Y
KCKCC	SOSC 0109 3 Hours	DIVERSITY STUDIES	Emily Morrow emorrow@kckcc.edu	Y	Y
Labette CC				N	Y
Neosho County CC	SOSC 243 3 Hours	RACE AND ETHNICITY	Anne Marie Foley afoley@neosho.edu	Y	Y
Pratt CC	SOC 132 3 Hours	MULTICULTURAL STUDIES	Jerry Thompson jerryt@prattcc.edu	Y	Y
Seward County CC				N	Y
FHTC				N	Y
MATC				N	Y
NCK Tech				N	Y
NWKTC				N	Y
SATC				N	Y
WSU Tech			Lisa Hilt lihilt@wsutech.edu	N	Y
ESU	SO 370 3 Hours	RACE AND ETHNIC RELATIONS	Gaile Stephens estephe4@emporia.edu alfredo Montalvo amontalv@emporia.edu Mallory Koci mbishop@emporia.edu	Y	Y
FHSU	IDS 350 3 Hours	DIVERSITY IN THE UNITED STATES	D Nicole English DNEnglish2@fhsu.edu RobertaMartine rrmartine@fhsu.edu	Y	Y
K-State	AMETH 160 3 Hours	INTRO AM ETHNIC STDY	YolandaBroyles-Gonzalez ybg@ksu.edu	Y	Y
KU			Ben Chappell bchap@ku.edu	N	Y
PSU	SOC-443 3 Hours	RACE AND ETHNIC RELATIONS	Gary Wilson gwilson@pittstate.edu	Y	Y
WSU	ETHS 360 3 Hours	DEALING WITH DIVERSITY	Marche Fleming-Randle marche.fleming-randle@wichita.edu	Y	Y
Washburn	SO 207 3 Hours	RACE & ETHNIC GROUP RELATIONS	Alex Myers alexander.myers@washburn.edu	Y	Y
Total				22	32

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

Core Student Learning Outcomes: 4-8 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Describe how social, political, economic and historical issues impact ethnic, racial and cultural relations in society, including social movements.
2. Define how race and ethnicity are socially constructed.
3. Demonstrate intercultural competence by interacting productively in interpersonal and institutional relations.
4. Analyze theories regarding diversity and inequality in major institutions.
5. Evaluate examples of civic engagement that advance social justice.
6. Describe how prejudice, discrimination, and exclusion impact individuals and society as a whole.

Next Recommended Course for Articulation or Revision: Introduction to Inequality (includes sexual orientation, gender, race, etc.)

Co-Chairs for Next Meeting (one University rep. and one College rep.): Cheree Anthony-Encapera, Butler CC, and Uros Petrovic, JCCC

Notes/Comments:

JCCC is possibly developing an inequalities course different from the SOC 2030.

**The notes/comments constitute the author's understanding of the meeting and may or may not reflect or represent the views of all participants. The notes represent a contemporaneous record of the conversations regarding subject matter. They do not include the views of TAAC members or KBOR staff as related to Board policy. The 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.*