KANSAS CORE OUTCOMES PROJECT

3/20/06

REPORT FOR SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
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BACKGROUND

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

The first meeting for the project was held in fall 1999 at the Southside Educational Center in Wichita. Faculty were invited to that meeting from the state's 19 public community colleges, six Regents' universities and Washburn University and represented six disciplines – biology, computer science, English, mathematics, sociology, and speech. A second meeting, in spring 2000, was conducted at Emporia State University, and three additional disciplines – history, chemistry, and psychology – were added to that initial group of six. A third meeting, again at Southside, was conducted in January 2001. Another meeting of the core competency groups was held in September of 2002. In addition, disciplines such as English, speech and mathematics have scheduled other, independent meetings subsequently.

The Core Competency meetings were originally financed through the KCIA budget. Each institution made a commitment to their faculty and supplied them with finances for lunch and travel. Due to increased budget decreases and the time commitment for our faculty, it was decided that the meetings would be held annually in the fall semester in the coming years.

On September 16, 2005, approximately 175 faculty members gathered at the Southside Educational Center once again to review and reevaluate the competencies previously selected in specific core general education courses. Disciplines meeting this year included: biology, computer science, English, world history, psychology, mathematics, sociology, anthropology, early childhood education, and theatre.

Appendix I of this document lists the faculty who participated in the Fall 2005 core outcomes meeting. To provide a more complete history and documentation of the core outcomes project, Appendix II contains the previous (Fall 2004) report of the project.

ANTHROPOLOGY

MARGARET WOOD, WASHBURN UNIVERSITY, AND
BRAD HUFFAKER, LABETTE, FACILITATORS

Summary

Anthropology instructors from around the State met as part of the Kansas Core Outcomes Project on September 16, 2005 at Cowley Community College in Wichita, KS. Ten representatives from Kansas Universities and Community Colleges attended the meeting, which was facilitated by Brad Huffaker of Labette Community College and Dr. Margaret Wood of Washburn University. The group was able to produce a **draft** outline of minimum core competencies for "General Anthropology " courses. The section facilitators have agreed to meet at a later date to apply measurable criteria from Blooms Taxonomy to this draft document. The revised outline will be presented to the Anthropology Section next year for further discussion and possible approval. Other accomplishments for this year include: the production of an updated e-mail list of anthropology instructors in the State and the production of a draft document of introductory anthropology courses offered in Kansas institutions of higher education.

Narrative

Anthropology instructors from around the State met as part of the Kansas Core Outcomes Project in the Fall of 2005 to develop measurable core competencies for introductory anthropology courses offered at institutions of higher education in Kansas. This marked the first time that the Anthropology Section met as part of the Kansas Core Outcomes Project. In previous years most anthropology instructors have participated as part of the Sociology Section. Because six of the seven Universities and 17 of the 19 Community Colleges in Kansas offer introductory anthropology courses, it was time to begin forging measurable outcomes for introductory anthropology courses.

Ten faculty members representing four universities and six community colleges in Kansas attended the section meeting (see list below). The meeting was convened at approximately 9:30 am and adjourned at approximately 12:30 pm. Dr. Margaret Wood of Washburn University and Brad Huffaker of Labette Community College were co-facilitators of the meeting.

Anthropology is a diverse field. Indeed one of the defining characteristics of the discipline is its holistic approach to the variety of human experience. Typically, anthropology is divided into several distinct subfields including: cultural anthropology, biological (physical) anthropology, archaeology, linguistics and applied anthropology. The eclectic nature of the discipline leads to a diversity of ways of teaching anthropology. While some institutions teach a separate introductory course in each of the subfields, others offer a general course that provides a broad overview of all the subfields.

Participants in the 2005 meeting included instructors who specialize in all of the subfields, thus we decided to focus our efforts this first year on a "General Anthropology" course that introduces students to the breadth of anthropology. This kind of general course if offered at six of the institutions of higher education in Kansas and is listed under various titles including: "Introduction to Anthropology" and "General Anthropology."

Participants were successful in producing a **draft** of the central outcomes expected for student learning in a General Anthropology or Introduction to Anthropology courses. Due to time limitations we were not able to apply the verbiage of Blooms Taxonomy, which details the actual skills and abilities expected of students.

Section facilitators Brad Huffaker and Margaret Wood have agreed to meet in the upcoming year to insert these terms. The draft document will then be presented to the Anthropology Section in the Fall of 2006 for debate, discussion and possible approval.

DRAFT MINIMUM CORE COMPETENCIES FOR INTRODUCTION TO ANTHROPOLOGY

DRAFT

Introduction:

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

Course Competencies:

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

I. Anthropological Perspective
   a. Methods
   b. Cultural relativism
   c. Ethnocentrism
   d. Scientific methods
   e. Holism
   f. 4-field comparative approach

II. Cultural
   a. Ethnography/Ethnology
   b. Cultural as a dynamic system
   c. Social organization – institutions, stratification, kinship, political, identity, religion, violence

III. Physical
   a. Human evolution (processes/basic outline)
   b. Human variation/adaptation
   c. Concept of race
   d. Primate comparisons

IV. Archeology
   a. Culture change
   b. Complex societies
   c. Direct Historical Approach
   d. Methods – dating, etc.
   e. Material Culture
   f. Reconstructing social relations

V. Linguistic
   a. Relationship between language and culture
   b. Primate communication
   c. Language change

VI. Anthropology Applied (advocacy)
   a. Theory and Practice
   b. Develop understanding of how anthropological knowledge is put to practical use
   c. Ethics

VII. Globalization

Introductory Anthropology Courses offered at Kansas Institutions of Higher Education **(in progress)**

INSTITUTION	Course Number (# credits)	INTRODUCTORY COURSE OFFERED
Washburn University	112 (3) 114 (3) 118 (3)	Cultural Anthropology Introduction to Archaeology Physical Anthropology
Kansas State University	200/204 (3) 220 (3) 260 (3) 280 (3)	Introduction to Cultural Anthropology Introduction to Linguistic Anthropology Introduction to Archaeology Introduction to Physical Anthropology
University of Kansas	100/300 (3-4) 104/304 (3-4) 105 (3-4) 106 (3) 107(3) 108/308 (3-4) 109 (3-4) 110/310 (3-4) 111 (3) 160/360 (3) 161/361 (3) 162 (3) 301(3) 320(3), 321(3)	General Anthropology Fundamentals of Physical Anthro. Fund. of Physical Anthro. (Honors) Introduction to Linguistics Intro to Linguistics (Honors) Introduction to Cultural Anthropology Introd. to Cultural Anthro. (Honors) Introduction to Archaeology Introduction to Archaeology (Honors) The Varieties of Human Experience The Third World: Anthro. Approaches The Varieties of Human Exp. (Honors) Anthropology through Films Language in Culture and Society
Emporia State University	110 (3)	Introduction to Cultural Anthropology Physical Anthropology
Wichita State University	100G (3) 101Q (3) 102Q (3) 103 (3) 106 (1) 107 (1) 150 (1-3) 165 (3)	Anthropology of Modern Life Biological Anthropology Cultural Anthropology Introduction to Archaeology Biological Anthropology Lab Cultural Anthropology Lab Workshop in Anthropology The Blues: Art and Culture
Fort Hayes State University	145 (?) (listed as SOC145)	Principles of Culture (?)
Pittsburg State University	None Offered (?)	
Allen County CC	111	Cultural Anthropology
Barton County CC	2812 (3) 2816 (3) 2824 (3)	Introduction to Anthropology Cultural Anthropology Archaeology
Butler CC	106 (3)	Introduction to Anthropology
Cloud County CC	125 (3)	Introduction to Cultural Anthropology
Coffeyville County CC	No Anthropology Offered (?)	
Colby County CC	179 (3)	Cultural Anthropology
Cowley County CC	6911 (3) 6920 (3)	Cultural Anthropology Introduction to Archaeology

	6930 (3)	Introduction to Bio/Physical Anthropology
Dodge City CC	111 (3)	Anthropology
Ft. Scott CC	No Anthropology Offered (?)	
Garden City CC	SO105 (EduKan On-line) offered periodically	Introduction to Cultural Anthropology
Highland CC	112	General Anthropology
Hutchinson CC	SO110 (3) SO111 (3) SO113 (3)	General Anthropology Cultural Anthropology Cultural Diversity
Independence CC	SOC1023 (3) SOC1053 (3)	Introduction to Anthropology Introduction to Archaeology
Johnson County CC	125 (3) 126 (3) 130 (3) 134 (3) 140 (3)	Cultural Anthropology Physical Anthropology World Cultures Native Americans Archaeology
Kansas City Kansas CC	100 (3) 105 (3) 106 (3)	General Anthropology Archaeology North American Indians
Labette CC	SO2220 (3)	Anthropology
Neosho County CC	134 (3) 200 (3)	Introduction to Archaeology Introduction to Cultural Anthropology
Pratt CC	SSC177 (3)	Cultural Anthropology
Seward County CC	173 (3) 183 (3)	Introduction to Physical Anthropology Introduction to Cultural Anthropology

GENERAL ANTHROPOLOGY COURSE DESCRIPTIONS

Kansas State University

ANTH 200. Introduction to Cultural Anthropology. (3) I, II S. Introduction to ethnology and ethnography; analysis and comparison of technological, social, and religious characteristics of cultural systems. Not available for credit to students who have credit in ANTH 204.

ANTH 204. A General Education Introduction to Cultural Anthropology. (3) I, II, S. Introduction to ethnology and ethnography; analysis and comparison of technological, social, and religious characteristics of cultural systems. Not available for credit to students who have credit in ANTH 200.

ANTH 210. Introduction to Cultural Anthropology, Honors. (4) On sufficient demand. Introduction to basic ethnology and ethnography; technological, social, and religious characteristics of cultural systems; discussion and independent study.

ANTH 220. Introduction to Linguistic Anthropology. (3) II. Language as a part of human behavior: its origins, uses and abuses, and ways of defining reality. Basic descriptive and ethnosemantic skills used by anthropologists to learn languages in the field.

ANTH 260. Introduction to Archaeology. (3) I, II. Brief introduction to the field of anthropological archaeology. General survey of world prehistory revealing major cultural changes from the development of early foraging societies through the rise of agricultural and complex communities.

ANTH 280. Introduction to Physical Anthropology. (3) I, II (odd years only). History of research; principles of evolution and human genetics; primate relations of hominids; fossil evidence of the evolution of hominids; the study of modern race; culture and evolution.

ANTH 281. Introduction to Physical Anthropology Laboratory. (1) I, II (odd years only). Laboratory investigation of human skeletal anatomy, human genetics, primate comparative anatomy, fossil hominid morphology, and comparative evolution of hominid types. Two hours lab a week. Pr.: ANTH 280 or conc. enrollment.

University of Kansas

ANTH 100/300 General Anthropology (3-4). SC S Lecture and discussion sections covering the four primary fields of Anthropology: Biological Anthropology, Linguistics, Social Anthropology, and Archaeology. Concepts and approaches to each field, using past and present examples from around the world, will be examined with an emphasis on the unity of the anthropological approach. Future directions of human experience are explored. Discussion sections will be used to examine material covered in lecture and in readings in specific cultural and evolutionary contexts. Discussion and application of fundamental concepts to contemporary events, examination of fossil collections, and viewing and discussion of relevant visual materials are among topics to be covered in sections. LEC

ANTH 104/304 Fundamentals of Physical Anthropology (3-4). NB N Lecture and discussion sections covering the mechanisms and principles of Darwinian evolution with special emphasis on human and primate data. Lecture topics include genetics, variation, primate ethology, and the fossil evidence for human evolution. Discussion sessions include topics in Mendelian and population genetics, blood group systems, quantitative morphological variation, and fossil human and primate skeletal material. LEC

ANTH 105 Fundamentals of Physical Anthropology, Honors (3-4). NB N An honors section of ANTH 104 for students with superior academic records. LEC

ANTH 106 Introductory Linguistics (3). SC S Introduction to the fundamentals of linguistics, with emphasis on the description of the sound system, grammatical structure and semantic structure of languages. The course will include a survey of language in culture and society, language change, computational linguistics and psycholinguistics,
and will introduce students to techniques of linguistic analysis in a variety of languages including English. (Same as LING 106.) LEC

ANTH 107 Introductory Linguistics, Honors (3). S Introduction to the fundamentals of linguistics, with emphasis on the description of the sound system, grammatical structure, and semantic structure of languages. The course includes a survey of language in culture and society, language change, computational linguistics and psycholinguistics, and introduces students to techniques of linguistic analysis in a variety of languages including English. Open only to students admitted to the University Honors Program or by consent of instructor. (Same as LING 107.) LEC

ANTH 108/308 Introduction to Cultural Anthropology (3-4). SC S An introduction to the nature of culture, language, society, and personality. Included in this survey are some of the major principles, concerns, and themes of cultural anthropology. The variety of ways in which people structure their social, economic, political, and personal lives. Emphasized are the implications of overpopulation, procreative strategies, progress and growth of cultural complexity, developments in the Third World, and cultural dynamics in Western as well as in non-Western societies. LEC

ANTH 109 Introduction to Cultural Anthropology, Honors (3-4). SC S An honors section of ANTH 108 for students with superior academic records. LEC

ANTH 110/310 Introduction to Archaeology (3-4). HT H A general introduction to the study of archaeology. Evolution of prehistoric cultures in adaptive response to changing natural and social environments, from the early Paleolithic to the emergence of urban civilizations. LEC

ANTH 111 Introduction to Archaeology, Honors (3-4). HT H An honors section of ANTH 110 for students with superior academic records. LEC

ANTH 160/360 The Varieties of Human Experience (3). NW S/W An introduction to basic concepts and themes in cultural anthropology by means of the comparative study of selected cultures from around the world, for the purpose of appreciating cultural diversity. Emphasis is on systems of belief and meaning. Not open to students who have taken ANTH 360. LEC

ANTH 161 The Third World: Anthropological Approaches (3). NW S/W Violent change, revolution, planned change, and peaceful transition in non-Western cultures. A study of development, modernization, nation-building, rapid acculturation, and war. LEC

ANTH 162 The Varieties of Human Experience, Honors (3). NW S/W An honors section of ANTH 160 for students with superior academic records. Not open to students who have had ANTH 160 or ANTH 360. LEC

ANTH 320 Language in Culture and Society (3) S, SC
Language is an integral part of culture and an essential means by which people carry out their social interactions with the members of their society. The course explores the role of language in everyday life of peoples in various parts of the world and the nature of the relationship between language and culture. Topics include world-view as reflected in language, formal vs. informal language, word taboo, and ethnography of speaking. (Same as LING 320) LEC

ANTH 321 Language in Culture and Society, Honors (3) S, SC
An honors section of ANTH 320 for students with superior academic records. Not open to students who have taken ANTH 320 or LING 320. Prerequisite: Membership in the University Honors Program or consent of instructor. LEC

Wichita State University

Anthr. 100G. Anthropology of Modern Life. (3). General education introductory course. Introduces anthropological perspectives on the behavior and institutions of contemporary people, emphasizing the mass culture of the United States.

Anthr. 101Q. Biological Anthropology. (3). General education introductory course. Provides an introduction to the understanding of biological evolution and behavioral development of humans. Introduces the history and basic concepts of biological/evolutionary thought; genetics and cell biology; human origins, ecology, and culture, along with the types of data and modes of analysis currently used in biological anthropology. Formulates explanations of physical and cultural developments of human and nonhuman primates in the last 70 million years. Explores patterns of human variation in biological and behavioral traits among present-day populations and discusses current issues (e.g., the social and biological meaning of variations).

Anthr. 102Q. Cultural Anthropology. (3). General education introductory course. The meaning of culture, its significance for human beings and its diverse forms among peoples of the world, past and present.

Anthr. 103. Introduction to Archaeology. (3). General education introductory course. Introduces the philosophy, theory, tools, and techniques of the practicing archaeologist. Illustrates the role or archaeology in understanding cultural change through time, and explains how archaeological method draws on natural science and humanities to demonstrate how we learn about past cultures from the material they left behind.

Anthr. 106. Biological Anthropology Laboratory. (1). Students collect and analyze data while learning to apply current techniques to the study of human and/or non-human primate skeletal, dental, and biological specimens. Prerequisite or corequisite: Anthr. 101Q.

Anthr. 107. Cultural Anthropology Laboratory. (1). Students participate in organizing, collecting, and analyzing data derived from cultural anthropological investigations. Prerequisite or corequisite: Anthr. 102Q.

Anthr. 150. Workshop in Anthropology. (1-3). Provides specialized instruction using a variable format in an anthropologically relevant subject. Repeatable for credit.

Anthr. 165. The Blues: Art and Culture. (3). Cross-listed as Mus. C. 165. The blues is a uniquely American musical form that has made an immense contribution to world popular culture. The history of the blues is also the history of Black America from the late 19th century to the present day. Focuses on major blues artists, both rural and urban, to trace the history and development of the blues as a folk art form that expresses both the joy and the despair of the people who created it.

Emporia State University

AN 101 Introduction to Anthropology (3)
An introduction to the basic assumptions and objectives of anthropology. 4 91 101 0 4502—01

AN 110 Introduction to Cultural Anthropology (3)
Students will be introduced to Cultural Anthropology—the study of the cultural diversity of contemporary societies and the factors that influenced their development. 4 91 110 0 4502—01

Pittsburgh State University

SOSCI 200 Introduction to Anthropology. (3) Study of the concepts of human culture, from fossil and prehistoric man to his present position in the animal kingdom. The course emphasizes a study of prehistoric humans and contemporary primitive cultures.

Fort Hays State University

No Anthropology classes found in current catalog

Washburn University

AN 112 Cultural Anthropology (3) Non technical survey of the diversity of human culture including; techno-environmental adaptation, social and political organization, belief systems and aesthetics.

AN 114 Introduction to Archaeology (3) The course introduces the data and theory of archaeological science. Drawing on selected examples from world prehistory, the course examines excavation techniques, dating methods, and procedures for reconstructing the artifacts, skeletal remains and events of prehistory.

AN 116 Physical Anthropology (3) (to be listed in 2006-2007 catalog)

BIOLOGY

MICHELLE SCHOON, COWLEY COLLEGE, FACILITATOR

Meeting notes:

1. **Reviewed past History of the group**
2. **Reviewed past outcomes for General Biology I and II (Majors sequence).**

   The following core outcomes were developed by the Kansas core outcomes project Fall 2003 and modified with the addition of 1. the nature of science, at the Fall 2005 meeting.

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

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

The following is a list of institutions and the courses that cover these core outcomes.

Institution	course numbers	sequence	credit hours
Washburn University	bio 102, zoo 110, bot 105	bio/bot/zoo	5, 4, 4
Hutchinson	bi 104, bi 105	bio1/bio2	5, 5,
Labette	407, 402		5 ,5
KU	BIOL 150, BIOL 152	bio1/bio2	4, 4
Johnson County	Biol 135, Biol 150	bio1/bio2	4, 5
Neosho	Biol 155/156, Biol 255/256	bio1/bio2	5, 5,
PSU	Biol 211/212, Biol 215,216	bio1/bio2	4,4
Pratt	Bio 145, Bio 155	zoo/bot	
Seward	Bi-2515, Bi-2505	zoo/bot	
Cowley College	Bio4125, Bio4135	bio1/bio2	5,5
KSU	Biol198, Biol201	bio1/bio2	4,5

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

3. Discussion of Microbiology Core Outcomes

- What course – Introductory course with a lab component, usually taken by as a part of an Allied Health program
- Prerequisites – Most institutions have a prerequisite of biology (16), general chemistry (5), suggested prerequisites (6), none (7), although prerequisites are not always enforced.
- Problem of requiring prerequisites due to number of hour regulations by the State Board of Nursing.
- Recommended including a statement to address the need for prerequisites in courses that are part of a two-year program to be comparable to the courses offered as part of a 4-year program.
- After discussion, it was decided to use the ASM developed competencies as a guideline for the core competencies of the Introductory Allied Health Microbiology course.

4. Discussed the concurrent enrollment issue and decided to submit a statement in support of the current KBOR policy.

(4) Faculty/Instructors

Faculty teaching college-level concurrent enrollment partnership (CEP) courses must attain instructional eligibility by meeting one of the following standards: (1) demonstrate possession of a masters degree with 18 credit hours in the assigned course content; or (2) demonstrate possession of a bachelors degree, with at least 24 credit hours in the assigned course content and utilize the same final examination as given in a representative section of the course taught at the institution awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards. Teaching evaluations must be conducted. The postsecondary institution will provide instructors with orientation and ongoing professional development.

Introductory Microbiology with Lab:

Background

The recommendations reflect the themes for an Introductory Microbiology course developed by the ASM (American Society of Microbiology). It is the intent of the Biology Core Competencies group to adopt these recommended requirements as key outcomes for an Introductory Microbiology course, taken mainly by students planning on entering an Allied Health program.

Recommendation 1:

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

Content knowledge

I. Microbial cell biology (25%)
   - A. Structure and function of prokaryotic and eucaryotic organisms
   - B. Structure and function of acellular infectious agents
   - C. Growth and division
   - D. Energy metabolism
   - E. Regulation of cellular activities

II. Microbial genetics (20%)
   - A. Inheritance and flow of information
   - B. Causes, consequences, and significance of mutations

C. Exchange and acquisition of genetic information
D. Genetic engineering
E. Biotechnology

III. Interactions of microorganisms and humans (50%)
A. Host defense mechanisms and immune systems
B. Pathogenicity mechanisms of cellular and acellular infectious agents
C Disease transmission
D. Control of microorganisms
E Antimicrobial agents
F. Epidemiology and public health
G. Adaptation and natural selection
H Symbiosis

IV. Interactions and impact of microorganisms in the environment (5%)
A. Microbial recycling of resources
B Microbes transforming the environment

Laboratory Skills

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

II. General
A. Effectively communicating scientific information
B. Finding and using appropriate resources
C. Critically evaluating information, results, and incompatibilities
D. Demonstrating ethical behavior and scientific integrity

Recommendation II:

As a body, the Core Participants feel responsible for the quality of the content of this course. It is highly recommended that students entering this course have a strong foundation in the principles of biology and chemistry in order to facilitate learning of microbiology concepts and to help align the courses for a 2-year Allied Health program with that of a 4-year Allied Health program. It is for this reason that the group suggests a minimum prerequisite course in biology, and would additionally like to see the students have a chemistry foundation as well.

COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Microbiology	BIO 271	Alcamo's Fundamentals of Microbiology
Barton County			
Butler	Microbiology	BIO 240	A Human Perspective 4th edition - Nester
Cloud County	Microbiology	SC 111/112(lab)	Microbiology – Tortora 8th edition
Coffeyville	Microbiology	BIO 204	Microbiology – Tortora
Colby	Microbiology	BI 285	Fundamentals of Microbiology – Talaro
Cowley	Microbiology	BIO 4160	A Human Perspective - Nester:
Dodge City	Microbiology	BIO 210	Intro to Microbiology – Ingraham & Ingraham
ESU	Microbiology	MC 316	Microbiology, Principles & Explorations 6th ed Jacquelyn G. Black
Flint Hills TC			
FHSU	Microbiology for Allied Health	BIOL 240	Microbiology A Human Perspective – Nester
Ft. Scott	Microbiology	BIO 1245	A Human Perspective 4th edition - Nester
Garden City	Microbiology	BIOL 213	A Human Perspective 4th edition - Nester
Highland	Microbiology	BS 203	Microbiology – Tortora
Hutchinson	General Microbiology	BI 112	Microbiology – Black
Independence	Microbiology	BIO 2055	Microbiology – An Intro - Tortora, Funke, & Case
JCCC	Microbiology	BIOL 230	Microbiology – Bauman
KCKATS			
KCKCC	Microbiology	BIOL 261	Microbiology – Black
KSU	General Microbiology	BIOL 455	Microbiology – Brock
KU	Basic Microbiology	BIOL 200	Foundations of Microbiology, K.P. Talaro – 5th Edition
Kaw Area TS			
Labette	General Microbiology	411	Microbiology – Tortora, Funke, Case
MATC			
Neosho	Microbiology	BIOL 271	Foundations in Microbiology, Talaro, 2005
NC KS TC			
NE KS TC			
NW KS TC			
PSU			
Pratt	Microbiology	BIO 265	Microbiology - Tortora
Salina ATS			
Seward	Microbiology	BI 2705	Microbiology A Human Perspective– Nester
Washburn	Intro to Microbiology	BI 204 & 205 (lab)	Microbiology – Black
WATC			
WSU	Intro to Microbiology	BIOL 220	Microbiology A Human Perspective – Nester

INFORMATION TECHNOLOGY (COMPUTER SCIENCE)

CHAN TUNG, KCKCC, FACILITATOR

September 16, 2005

INTRODUCTION

The Computer Core Competency Group on Introduction to Computer Concepts recognizes that Information Technology literacy courses at Kansas' public colleges and university vary greatly. The group encourages a common course title and incorporation of common outcomes into course syllabi in an effort to ensure a consistent review and application of skills, knowledge and concepts throughout the state higher education system.

Currently, a common course number and title does not exist. The following titles are the most common and fall within the introduction to computer genre.

- Computer Concepts and Applications
- Information Processing Systems
- Microcomputer Applications
- Introduction to Microcomputers
- Introduction to Computing/Computers
- Computer Information Systems

The consortium suggests **"INTRODUCTION TO COMPUTER CONCEPTS AND APPLICATIONS"** as a common course title. Further, EduKan and/or State Higher Education administrators should provide the leadership for establishing this title or something comparable.

It is understood that a college introduction to computing course would have some competencies that overlap and reinforce those from high school computer technology classes. Instructors of computer introductory courses are expected to move from common terminology, skills and concepts, repeated from the high school experience, to more advanced ones at the college and university introductory level.

While a common course title serves as a single identifying element of an introduction to computer course, it does not ensure that content is consistent between institutions. In an effort to provide consistent content and appropriate levels of achievement the consortium proposes a set of outcomes and competencies be incorporated into all course syllabi that fall within the general description of the courses previously mentioned. It was agreed that an outcome was "the expected level of knowledge and skills to be achieved by the learner." Competency is defined as "the observed behavior that results from achieving the expected knowledge and skills."

Seven outcomes are identified that are to be incorporated into introduction to computer courses. These outcomes are not intended to be the only outcomes, but rather relevant core outcomes common to all college and university level introduction to computing courses. General competencies are listed for each outcome permitting individual course design for their implementation. It is recommended that these outcomes and competencies will be incorporated in syllabi.

INTRODUCTION TO COMPUTER CONCEPTS AND APPLICATIONS
COURSE OUTCOMES AND COMPETENCIES

I. Hardware: Understand specifications and configurations of computer hardware
   a. Define computer hardware concepts and terminology
   b. Illustrate various configurations for hardware components
   c. Identify current and emerging hardware technologies

II. Operating Systems and Systems Software: Understand and identify the major roles of operating systems and systems software
   a. Be able to utilize system software to execute a common set of applications
   b. Identify advance operating system and utility features
   c. Use advanced operating system and utility features for problem solving

III. Internet: Understand the impact and use of the Internet
   a. Define Internet concepts and terminology
   b. Identify current and emerging Internet capabilities
   c. Use current and emerging Internet capabilities

IV. Word-processing: Use word-processing software to create, edit and produce professional looking documents
   a. Define word processing concepts and terminology
   b. Create, modify, save and output professional looking documents
   c. Use advanced word processing application features for problem solving

V. Spreadsheets: Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support that problem-solving process
   a. Define spreadsheet concepts and terminology
   b. Create, modify, save and output professional looking documents
   c. Use advanced spreadsheet application features for problem solving

VI. Database: Design, create and maintain a database, which produces easy access to information in multiple dimensions
   a. Define database concepts and terminology
   b. Design, create, modify, save, query and output database information
   c. Use advanced database application features for problem solving

VII. Presentation: Use presentation software to create, edit and produce professional looking presentations
   a. Define presentation concepts and terminology
   b. Create, modify, save and output professional looking presentations
   c. Use advanced presentation application features for problem solving

VIII. Integration: Understand integration applications software
   a. Define integration concepts and terminology
   b. Identify current and emerging integration capabilities
   c. Use current and emerging integration capabilities

IX. Ethical Issues and Concepts: Understand ethical and social standards of conduct regarding the use of technology
   a. Define ethical and social concepts of technology use
   b. Define ethical and social standards of conduct when using technology

COMPUTER SCIENCE COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Introduction to Computers	CSIS 101	Shell, Gary B, Thomas J. Cashman, and others. Discovering Computers 2002: Concepts for a Digital World, Web Enhanced.
Barton County	NA		Microcomputer Applications-Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat. Microsoft Office 2000, Introductory Concepts and Techniques Enhanced Edition, Course Technology, 2001. Intro to Computers-Discovering Computers 2000-Concepts for a Connected World by Shelly/Cashman/Vermaat
Butler	Info Processing Systems	BA 104	Microsoft Office 2003 Introductory Course by W. Pasewark and C. Pasewark (2005), Course Technology.
Butler	Beginning Computer Concepts	BE 160	Practical Office XP, by June Parsons, Dan Oja, O'Leary, Timothy J. & Linda (2002-2003), Computing Essentials.
Butler	Microcomputer Application	BSTC 1036	Shelly Cashman
Cloud County	Computer Applications	CS 108	Shelly Cashman
Coffeyville	Introduction to Software Applications	COMP162	Microsoft Office XP – Ruthowsky – 6th edition
Coffeyville	Computer Information System	COMP161	Computing Essentials, 6th edition
Colby	Introduction to Computers	CO176	Computer Confluence, 5th ed., MS Excel 2002; MS Windows 2000, MS Access 2000, MS Word 2002
Cowley	Intro to Microcomputers	BDP 1516	
Dodge City	Computer Concepts and Applications	CS 101	Course Technology – New Perspectives
ESU	Intro to Micro Apps	IS 113	Shelly Cashman Office 2003
FHSU	Introduction to Computing Systems	CSCI 163	Microsoft Office 2000 by Course Technology
Ft. Scott	Intro to Computer Science	COM1053	Computer Concepts 2nd edition, Hoag
Ft. Scott	Personal Computing	COM1013	Learning Microsoft Windows 2000 '99
Garden City	Intro to Comp. Applic. & Concepts	CSCI 1103	Shelly Cashman Computer Concepts, Course Technology 2005
Highland	Intro to Microcomputers	BUS 100	Not Selected
Hutchinson	Microcomputer Applications	IS104	Shelley Cashman, Office 2003 Introductory Concepts & Techniques; Shelley Cashman, Discovering Computers 2006 Brief Edition
Independence	Computer Concepts and Applications	CIT 1003	Office XP Introductory Concepts & Techniques – Shelley Cashman/The Practical PC 4th ed., Parsons, Oja

JCCC	Introduction to Computer Concepts and Applications	CIS 124	Oleary #5 Bk Applications & Concepts w/cd package
KCKCC	Computer Concepts and Applications	CIST 101	ISBN: 0-536-94670-1; Technology in Action Alan / Kendall / Martin
KSU	Introduction to Information Technology	CIS 101	Hutchison & Coulthard, Microsoft Windows NT 4.0, Advantage Series for Computer Education, 1997.
KSU	Introduction to Microcomputer Spread-sheet Applications	CIS 102	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.
KSU	Introduction to Microcomputer Database	CIS 103	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.
KSU	Introduction to Microcomputer Word Processing Applications	CIS 104	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.
KU	Introduction to Computer Based Information Systems	EECS 128	
Labette	Computer Literacy	CS 0715	
Neosho	Intro. To Computer Information System	CSIS 130	Computing Concepts
Neosho	Microcomputer Applications	CSIS 100	
PSU	Computer Information Systems	CSIS 130	Discovering Computers 2003, Shelly
Pratt	Microcomputer Applications	BUS 235	Microsoft Office 2003, Nita Rutkosky
Seward	Intro. To Computer Concepts/Apps.	CS 1203	
Washburn	Computer Concepts and Applications	CM 110	Shelly Cashman Computer Concepts
WSU	Intro. To Computers & Their Appls.	CS 105	Shelly/Cashmen Discovering

EARLY CHILDHOOD EDUCATION
MARCIA MANTER, FACILITATOR

Meeting of Early Childhood Education Faculty
Thursday September 22, 2005
Wichita State University

The following institutions and organizations were represented:
Allen County Community College
Barton County Community College
Butler Community College
Cloud County Community College
Coffeyville Community College
Colby Community College
Cowley Community College
Garden City Community College
Hutchinson Community College
Independence Community College
Johnson County Community College
Kansas City Kansas Community College
Labette Community College
Neosho County Community College
Hesston College
Associated College of Central Kansas
Fort Hays State University
Kansas State University
Pittsburg State University
University of Kansas
Washburn University
Kansas State Department of Social and Rehabilitation Services
Kansas State Department of Education
Early Childhood Apprenticeship
Kansas Association of Child Care Resource and Referral Agencies
Kansas Board of Regents

The Early Childhood Education faculty from four year institutions continued to meet regarding the new teacher licensure standards. They discussed the online courses they developed in response to the new standards and ways to serve students from other schools. The faculty also discussed assessment strategies. Most of the 4-year Early Childhood Education programs in Kansas lead to teacher licensure. Recent changes in Kansas teacher licensure standards require that evaluation measures as well as learning objectives match in courses transferred into an institution's teacher licensure program. KAEHCE, with support from two-year and four-year faculty, are deferring articulation planning between 2 and 4 year universities until the university early childhood education programs stabilize around the evolving Kansas teacher licensure requirements.

The faculty from the two year institutions met and agreed to continue to develop common courses. These courses will meet early childhood degree requirements for an Associate of Applied Science degree. Their intention is for these courses to transfer from community college to community college. The faculty had begun the process three years ago. The first course they plan to complete is Health, Safety and Nutrition.

Report submitted by Kris Nicholson, KACCRRA-T.E.A.C.H. Early Childhood® Scholarship Project Director, kris@kaccrra.org

ENGLISH
ANDY ANDERSON, JCCC, FACILITATOR

Meeting Notes

Welcome – Andy Anderson

Housekeeping:
Update names, emails, and membership
Update Introduction to Literature textbook master list
Update composition sequence textbook master list
Reminder: update teaching environment spreadsheet on K-Write Webpage

Review Literature Outcomes Statements

- **Do we need to address how we distinguish what we're doing from the high school curriculum?**
- **Do we need to explicate our outcomes to provide specific information/expectations?**
- **Should our outcomes statements be measurable?**

Revised Core Outcomes for Introduction to Literature
The committee revised the core outcomes for Introduction to Literature. The statement of core outcomes for Introduction to Literature adopted unanimously by the committee now reads:

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

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

The committee listed ways the outcomes statements are being used:

- **Share with colleagues at all venues of delivery (campus, outreach, online, etc.)**
- **Incorporate into syllabus**
- **Disseminate to General Education Council for assessment purposes**
- **Make informed departmental assessment decisions**
- **Continue communication with state colleagues**

Committee Recommendation Concerning the Regents' Requirements for High School Teachers Teaching CEP English Courses
In regard to the KBOR–CEP credentialing standards, KWRITE unanimously recommends hiring only those instructors for English courses who have 1) a master's degree with at least 18 graduate hours in English, or 2) a bachelor's degree with a minimum of 24 graduate English credits.

Topics for Next Year's Meeting
Application/Implications of KBOR-CEP Requirements
Portfolio Assessment
How do we demonstrate improvement of the pass/retention rates in composition?

WORLD HISTORY
JOHN P. RYAN, KCKCC, FACILITATOR

Meeting Notes

Core Competencies for World Civilization Courses Developed and Revised on 16 September 2005

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

I. Historical Literacy/Historian's Craft

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

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

D. The ability to distinguish between primary and secondary sources and the ability to analyze sources

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

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

1. Arts and Literature
2. Cultural Identity
3. Diffusions and Encounters
4. Economics
5. Environment
6. Ethnicity
7. Gender
8. Global Thinking
9. Intellectual culture
10. Material culture
11. Military culture and developments
12. Politics
13. Race
14. Social Constructs
15. Scientific/Technological Developments

III. Trace and Evaluate the Origins and Characteristics of Prehistory Including:
A. Identify Stages of Human Evolution
B. Analyze Characteristics of Paleolithic Societies
C. Evaluate Impacts of the Neolithic Transformation

IV. Trace and Evaluate the Origins and Characteristics of the Major Civilizations including the following:
A. Mesopotamia
B. Egypt
C. Indus Valley
D. China
E. Africa
F. Americas

V. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Ancient World Including:
A. Primalism/Indigenous
B. Judaism
C. Buddhism
D. Confucianism
E. Daoism
F. Hinduism
G. Zoroastrianism

VI. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Classical World Including:
A. China
B. Greece
C. India
D. Persia
E. Hellenistic World
F. Rome

VII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Post-Classical Civilizations Including:
A. Transformation of the Roman World and the Development of Post-Roman Societies
B. Development of Byzantium and Christian Europe
C. Identify factors key to the Development and Spread of Islam
D. Developments and Contributions of Southeast Asian Cultures
E. Developments and Contributions of the Indian Subcontinent
F. Developments and Contributions of Eurasian Trade Networks

VIII. Describe and Analyze the Significant Political, Social, Economic, and Cultural Developments and Religious Traditions of the Nomadic Societies Including:
A. The Characteristics of Eurasian Nomadic Societies
B. The Impact of Nomads on the Development of Civilizations

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

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

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

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

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

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

A. Development and Trends in East Asia, 1500-1800
    1. Students should identify and analyze the important developments and trends of East Asia, including Ming China and Tokugawa Japan.

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

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

D. European Societies in the Early Modern Period
    1. Students should be able to describe the social organization in the Early Modern Period in Europe.
    2. Students should be able to analyze the key components of the Renaissance and the Reformation.
    3. Students should be able to evaluate the principles of the Scientific Revolution and the impact on subsequent thought in European history.
    4. Students should be able to distinguish between Absolutism and Constitutionalism.
    5. Students should be able to evaluate the principles of the Enlightenment and subsequent thought in European history.

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

A. How the West Revolutionized Itself

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

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

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

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

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

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

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

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

E. Trace the causes and consequences of the Cold War.

F. Identify and give examples of anti-colonialism in Africa, Asia, Latin America, and the Middle East, with special attention to the development of anti-colonial ideologies, and the processes of decolonization, and legacies of colonialism.

G. Analyze and appraise the problems and successes in the development in Africa, Asia, Latin America, and the Middle East.

H. Articulate contemporary issues in a global context in terms of political stability, globalization, and environmental issues.

MATH

MARK WHISLER, CLOUD COUNTY, AND JACK PORTER, UNIVERSITY OF KANSAS, FACILITATORS

Meeting Minutes:

Representatives from 18 community colleges, five state universities, and Washburn University met Friday, September 16, 2005 at the Southside Education Center in Wichita, Kansas. Dr. Jack Porter opened and presided over the meeting.

Discussion began with how earlier work had been integrated into courses and quickly moved on to a discussion of Statistics courses and a general discussion of transferability of courses from community colleges to four-year schools. A motion was made to accept competencies for a first Statistics course, and the vote to approve was unanimous.

Discussion then moved on to an alternative terminal course to College Algebra. The discussion was relatively brief. One comment that was made was that it would be up to the four-year schools to drive any efforts in this area, because of transferability issues.

Next came a presentation by Mike Martin of Johnson County CC about how calculus courses for Life Science students was in the process of reform. Information was presented about a course that Johnson County currently offers that is in the forefront of such reform efforts. He made a plea for the group to consider competencies for such a course, but the comment was made that this may be a course ahead of its time. An agreement was reached that Mike should come up with language that could be presented to biology faculty, in the hopes of working in cooperation with them to develop such a course.

Finally, the main topic of discussion was a set of competencies for a traditional calculus course for science and engineering students. The discussion quickly focused on where to stop the course, and whether an emphasis on an early introduction to transcendental functions was warranted. Agreement was reached that this was the case, and that some applications of integration should be sacrificed as a result. An agreement was reached on a draft outline, which follows below. This should be discussed over the coming year in department, and then next year we will vote on the document.

<u>Content Outline & Competencies for Engineering Calculus I</u>:

I. Using Limits
- A. Evaluation of limits
  1. Evaluate the limit of a function at a point both algebraically and graphically.
  2. Evaluate the limit of a function at infinity both algebraically and graphically.
  3. Use the definition of a limit to prove a value for the limit of a function.
- B. Use of limits
  1. Use the limit to determine the continuity of a function.
  2. Apply the Intermediate-Value Theorem.
  3. Use the limit to determine differentiability of a function.
- C. Limiting process
  1. Use the limiting process to find the derivative of a function.

II. Finding Derivatives
A. Find derivatives involving powers, exponents, and sums.
B. Find derivatives involving products and quotients.
C. Find derivatives using the chain rule.
D. Find derivatives involving exponential,logarithmic and hyperbolic functions *.
E. Find derivatives involving trigonometric and inverse trigonometric functions *.
F. Find derivatives using implicit differentiation.
G. Use the derivative to find velocity, acceleration, and other rates of change.
H. Use the derivative to find the equation of a line tangent to a curve at a given point.

III. Using Derivatives
A. Curve sketching
1. Use the first derivative to find critical points.
2. Apply the Mean-Value Theorem for derivatives.
3. Determine the behavior of a function using the first derivative.
4. Use the second derivative to find inflection points.
5. Determine the concavity of a function using the second derivative.
6. Sketch the graph of the function using information gathered from the first and second derivatives.
7. Interpret graphs of functions.
B. Applications of the derivative
1. Use optimization techniques in areas such as economics, the life sciences, the physical sciences, and geometry.
2. Solve related rates problems.
3. Use Newton's Method **.
4. Use differentials to estimate change.

IV. Finding Integrals
A. Find area using Riemann sums and integrals.
B. Express the limit of a Riemann sum as a definite integral.
C. Evaluate the definite integral using geometry.
D. Integrate algebraic, exponential, and trigonometric functions.
E. Evaluate definite integrals using the Fundamental Theorem of Calculus.
F. Apply the Mean-Value Theorem for integrals.
G. Integrate indefinite integrals.
H. Integrate using substitution.
I. Integrate using numerical techniques.

V. Using the Integral
A. Solve a differential equation by separation of variables.
B. Solve initial value problems.
C. Solve applications of exponential increase and decrease.

* = Optional for Calculus I, but to be included in Calculus II if not in Calculus I
** = Totally Optional

PSYCHOLOGY

DARCEE DATTERI, WICHITA STATE UNIVERSITY, FACILITATOR

Representatives from Psychology programs met in the Fall of 2005 and discussed a variety of issues concerning the review of previously approved psychology course outcomes, transferring courses from two-year to four-year institutions, as well as issues related to the future planning of psychology student paths (i.e., graduate school) and how the information from these meetings is disseminated.

I. Transfer Issues

In a discussion on transferring courses between schools, it was noted that course titles and course numbering differ from school to school. These issues sometimes affect the transfer of a course, and some relationships have developed between institutions as to whether certain courses are transferable. It should be noted that transfer articulations exist between community colleges and universities, but may not be working.

II. Concurrent Guidelines, Common Finals, and Pre-Post Assessments

Concurrent guidelines and common finals were discussed, but questions arose as to the meaning of "common final," and if a common final is given by both concurrent and full-time faculty or just by concurrent faculty. There was no desire expressed for common finals within full-time faculty within a department. Pre-post assessments were also discussed, and most schools are giving pre-post assessments.

III. Kansas Outcomes Meeting Results

Most representatives indicated that through departmental meetings the results from our state core outcomes meetings are being shared and integrated into existing course outcomes. A request was made to make sure that KBOR posts the most recent information on outcomes on their website.

IV. Graduate School Preparation

Psychology majors are among the highest percentage of students pursuing a graduate degree. If they do not have research experience, it is less likely that they are going to get into graduate school. Some community colleges do offer research, observational, service, and work experience opportunities, but few students take advantage of these activities. One concern is that students do not understand what it takes to have a career in psychology. Some universities are offering courses to help prepare students for graduate school and careers in psychology.

V. Forensic Psychology

A discussion arose as to the current interest in forensic psychology courses/programs. Most careers in this field are limited, and are actually trained in the criminal justice field, and criminology profiling is usually not admitted in court as evidence as it has not been established as a science.

SOCIOLOGY

STUART SHAFER, JCCC, FACILITATOR

Meetings to discuss core outcomes in Sociology courses began in May 2000. To date, core outcomes have been identified for Introduction to Sociology, Social Problems, and Sociology of Fami1ies. Along with core outcomes, common course names have been identified and adopted as well for these courses. These three courses are foundational courses in the Sociology discipline and are all taught at most of the community colleges and universities.

Cooperation and collaboration in this project has been phenomenal, both from the university sector and the community college sector. Faculty have expressed their interest in and appreciation for these meetings, as evidenced by the common outcomes produced and their desire to continue meeting as a group.

The group met again in September, 2005, to review the competencies outlined for the Social Problems course. Substantial modifications were made. The Marriage and Family course was renamed Sociology of Families.

Discussions have begun regarding a state-wide Sociology conference and a revival of the Kansas Sociological Society.

Assigned discussion on:

- Competencies for Social Problems course
- Agreed to substantial revision of course competencies
- Change in course title for Marriage and the Family to Sociology of Families

Other discussion on:

- Revival of Kansas Sociological Society
- Along the lines of a mini MSS meeting
- With involvement of students important

SOCIAL PROBLEMS
COURSE OUTCOMES AND COMPETENCIES

Revised/Updated 9/16/05

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

Course Competencies:
Upon successful completion of the following units, the student will be able to:

I. Understanding Social Problems
   a. Define social problems
   b. Identify major social theories in relation to social problems
   c. Analyze political, economic, and cultural dimensions of social problems using sociological theories and methods

II. Sources of Social Problems
   a. Describe the role of social inequality in producing social problems
   b. Describe the role of social change in producing social problems
   c. Describe the role of social conflict in producing social problems
   d. Describe the role of globalization in producing social problems

III. Sites of Social Problems
   a. Describe examples of social problems primarily located in private life
   b. Describe examples of social problems primarily located in institutions
   c. Describe examples of social problems primarily located in the Global system

IV. Solutions for Social Problems
   a. Identify the role of social movements in addressing social problems
   b. Identify the role of social policy in addressing social problems

Sociology of Families
MINIMUM COURSE OUTCOMES AND COMPETENCIES

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

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

I. Foundations of Marriage and Family
   a. Define the concepts of Marriage and Family and singlehood

   b. Compare and contrast families of the past with contemporary families
   c. Integrate race, ethnicity, social class, and cross cultural perspectives in an analysis of contemporary family issues
   d. Distinguish between sex and gender roles
   e. Compare and contrast theoretical perspectives regarding foundations of the family
   f. Identify and describe research methods and ethical issues

II. Intimate Relationships
   a. Assess the concept of love as a social construction
   b. Appraise the range of emotion in intimate relationships
   c. Compare and contrast the mate selection process from a historical and cross-cultural perspectives
   d. Compare and contrast sexual identities and behaviors
   e. Describe the effect of children on intimate relationships

III. Family Life
   a. Examine the marriage experience
   b. Describe the stages of the family life cycle
   c. Examine sexuality in the context of family life
   d. Identify family planning options
   e. Explain how work affects family and how family life affects work

IV. Challenges in Marriages and Families
   a. Examine the process of child rearing
   b. Assess the influences of social structure on families
   c. Identify the causes and effects of violence and abuse in families
   d. Identify the causes and effects of substance abuse in families
   e. Examine changing family composition
   f. Discuss distribution of power in families
   g. Appraise ways of resolving conflicts

THEATRE
ROSE BEILMAN, PRATT, FACILITATOR

On September 9th, 2005, theatre faculty representatives from Kansas universities and community colleges met at the Kansas Speech Communication Association convention in Topeka (1) to discuss how the course outcomes for the general education theatre course were being used in classes, (2) to review current course titles, numbers, and texts, and (3) to compare current course syllabi. While many faculty couldn't meet because of conflicts, many still used e-mail to communicate information about their courses.

The group reviewed the previously approved course outcomes (adopted Friday, Sept. 26th, 2003) and discussed how those outcomes are being used by faculty. This was an informative discussion in which teaching ideas were shared by faculty. Also, the group again approved these outcomes for the general education theatre course:

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

From e-mail discussions and the meeting, faculty shared course titles, numbers, and texts for the gen ed theatre course. This information reflects the faculty input from universities and community colleges. Some of the state higher learning institutions were not represented

School	Who Teaches	Name of Course	Course #	Text Using
Hutchinson CC	Charlene Widener WidenerC@ hutchcc.edu	Theatre Appreciation	TH115	Theatre, 6th Ed. 2003 Cohen, Robert, McGraw Hill Enjoy the Play, Cohen, Robert, Eight Plays for Theatre 1988, Cohen, Robert, McGraw Hill Humanities Introduction to Theatre
Cowley CC.	Scott Maclaughlin maclaughlin@cowley.edu	Theatre Appreciation	THEZ730	Theatre 6th Ed., by Robert Cohen,
Emporia State Univ.	Nancy J. Pontius pontiusn@emporia. edu	Theatre Appreciation	TA125-B	Theatre, Brief Ed., Robert Cohen
Allen Co. CC.	Terri Piazza tpiazza@allencc.edu	Theatre Appreciation	THE 222	Theatre the Lively Art, 5th ed., Wilson, Edwin, Alvin Gold Farb, Boston: McGraw Hill, 2005
Pittsburg State Univ. College of Arts and Science	Dan Williams (gcooper@pittstate. edu)	Performance Appr.	COMM 105	None listed
Pratt CCC	Rose Beilman roseb@prattcc.edu	Theatre Appreciation	DRM 131	The Theatre Experience, Wilson, Edwin, New York: McGraw Hill, 2004

Cloud Co. C	Susan L. Sutton ssutton@cloud.edu	Theatre Appreciation	None listed	The Theatre Experience, Edwin Wilson
Coffeyville CC	Mark Frank markf@coffeyville.edu	Theatre Appreciation	THTR 160	Theatre 6th ed.. Cohen, Robert, McGraw Hill. New York: 2003 A Collection of Plays, by Mark Frank. Writer's Club Press. 2002.
Washburn Univ.	Paul Prece paul.prece@washburn.edu	Intro. To Theatre	TH 102	The Creative Spirit: An Intro to Theatre (3rd ed.) By Stephanie Arnold
Washburn Univ.	Sharon L. Sullivan	Drama Class on Video	TH 101 & 301	The Packet of required reading is $15.00
Butler Co. CC.	Bob Peterson bpeterson@butlercc.edu	Intro to Theatre	AT 206	Theatre, Cohen, Robert, 7th ed.
Johnson Co. CC	Sheilah A. Philip sphilip@jccc.edu	Intro to Theatre	THEA 120	Theatre, Brief Version, 7th ed., Cohen, Robert
WSU	Joyce Cavarozzi Joyce.cavarozzi@wichita.edu	The Art of Theatre	THEA 143	Theatre the Lively Art, by Wilson and Gol;d Farb
Seward Co. CC	Frank Challis fchallis@sccc.net	Theatre Appreciation	DR 2203	Theatre The Lively Art, Wilson, et.al.
Barton Co. CC	Bob Loss lossb@bartoncc.edu	Intro to Theatre	THEA 1300	The Essential Theatre, Brocketts
KU	Dennis Christilles dchrist@ku.edu	Intro to Theatre	22955	Theatre, 7th ed., Cohens, Robert, 12 Plays: A Portable Anthology, edited by Janet E. Gardner

ADDITIONAL INFORMATION GIVEN BY FACULTY IN ATTENDANCE:

Name College Address	**E-mail**	**Course Title**	**Course #**	**Text**
Rose Beilman Pratt Community College 348 NE SR. 61 Pratt, KS 67124 620-45-2209	roseb@prattcc.edu	Theatre Appreciation	DRM 131	Wilson: The Theatre Experience
Kim Miller Dept. of Comm. Stud. 600 Park St. Hays, KS 67601	kamiller@fhsu.edu	Intro to Theatre	COMM 120	Cameron & Gillepie: The Enjoyment of Theatre, Barnet's Anthology of plays
Sharon Sullivan & Paul Prece Theatre Dept. Washburn University Topeka, KS 66621	sharonsullivan@washburn.edu, paul.prece@washburn.edu	Intro to Theatre Drama Classics on video Survey of Drama I & II Contemporary Theatre	TH102 TH101 TH206/207 TH 306	The Creative Spirit

Nancy Pontius Communication of Theatre 1200 Commercial Emporia St. Univ. Emporia, KS 66801	pontiusn@emporia.edu	Theatre Appr.	TA125	McGraw Hill, A Composite of Chapters Another Opening, Another Show!, Intro to the Theatre
Tim Schaffer Comm. Dept. Neosha Co. Community College 800 W. 14th Chanute, KS 66720	tharris@neosha.edu	Theatre Appr.		The Essential Theatre Brockett

APPENDIX I
Faculty Attending the Fall 2005 Meeting

Anthropology

Linda Davis-Stephens	Colby Community College	lindavste@yahoo.com
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Dorothy Collins	Kansas City Kansas CC	dcollins@toto.net
Margaret Wood	Washburn University	margaret.wood@washburn.edu

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prins@ksu.edu
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Biology

Barker, Don	Coffeyville
Berryhill, Leslie	Cowley
Carter, Todd	Seward
Clarke, Richard	Cloud
Cole, Betty	Washburn
Coon, Lowell	Colby
Corpus, Larry	Dodge City
Dubowsky, Sondra	Allen County
Dudiburg, Ken	Fort Scott
Egbert, Krisy	WSU
Elliott, Melissa	Butler
Foreman, Brian	Independence
Foster, Johanna	Johnson County
Gillock, Eric	Fort Hays
Haufler, Chris	KU
Kerschner, Tonya	Butler
Larkins, Ken	Highland
Layton, Scott	Cowley
Lyle, Jim	KCK
May, Ernie	KCK
Moeller, Harry	Highland
Oliver, Pam	Neosho
Paramore, Tricia	Hutchinson
Paruch, Ryan	Cowley
Sadarsanam, Barathi	Labette
Schafer, John	Garden City
Schrock, John Richard	Emporia
Smith, Curtis	KCK
Strauss, Eric	Fort Hays
Thompson, Scott	Cloud
Westerhaus, Michael	Pratt
Wolf, Curtis	Barton
Wolfgram, Luanne	Johnson County
Wong, Peter	K-State
Yuza, Steve	Neosho

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English Composition

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Janice McIntyre	KCKCC	drmcrdtp@toto.net
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World History

Frank Arnold	Cowley College
Larry Burke	Dodge City C.C.
David Goodlett	FHSU
J. Loucks	Seward County C.C.

Chris Lovett	E.S.U.
John Mach	Labette College
Michelle Martin	Fort Scott, C.C.
Samantha McLin	Coffeyville C.C.
Tom Moorhaus	Colby C.C.
Tim Myers	Butler C.C.
Bill Noll	Highland C.C.
Kim Perez	F.H.S.U.
Tom Prasch	Washburn University
Michael Ramsay	K.S.U.
John Ryan	K.C.K.C.C.

Mathematics

Paul Scheuerman	Wichita State
Tom Worthing	Hutchinson CC
Pam Turner	Hutchinson CC
Luke Dowell	Seward County CC
Ron Sandstrom	Fort Hays University
Mike Martin	Johnson County CC
Chris Imm	Johnson County CC
Ron Palcic	Johnson County CC
Brian Howe	Barton County CC
Tim Warkentin	Cloud County CC
Gayathri Kambhampati	Cloud County CC
Jeff Hurn	Highland CC
Karena Curtis	Labette CC
Tim Flood	Pittsburg St. Univ.
David Beach	Labette CC
Garry Block	Independence CC
Kim Miller	Labette CC
Therese Blyn	Wichita St. Univ.
Judy Stubblefield	Garden City CC
Anita Curtis	Dodge City CC
John Maginnis	Kansas St. Univ.
Kathy Reid	Allen County CC
Sarah Cook	Washburn Univ.
Larry Scott	Emporia St. Univ.
David Hays	Cowley County CC
Uwe Conrad	Cowley County CC
DeeAnn VanLuyck	Fort Scott CC
Doug Joseph	Allen County CC
John Olson	Colby CC
John Soptick	Kansas City Kansas CC
Wayne Martin	Kansas City Kansas CC
Donna Gorton	Butler CC
Larry Friesen	Butler CC
Greg Nichols	Cowley County CC
Kathy Malone	Fort Scott CC
Sarah Jackson	Pratt CC

Carol Vaverka	Neosho County CC	
Jack Porter	Univ. of Kansas	
Mark Whisler	Cloud County CC	

Psychology

List of participants not available. Approximately 20 faculty attended.

Sociology

List of participants not available. Approximately 15 faculty attended.

Theatre

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Dennis Christilles	KU	dchrist@ku.edu

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
FALL 2004
(AN UPDATE OF THE SPRING 2003 REPORT TO INCLUDE THE RESULTS OF THE FALL 2004 MEETING)

KANSAS CORE OUTCOMES PROJECT

CREATING STRONG PATHWAYS TO STUDENT SUCCESS

11/24/04

REPORT PREPARED BY

KAYE WALTER, KCKCC, SPRING 2003
RON WASSERSTEIN, WU (2004 UPDATE)

BACKGROUND

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

The first meeting for the project was held in fall 1999 at the Southside Educational Center in Wichita. Faculty were invited to that meeting from the state's 19 public community colleges, six Regents' universities and Washburn University and represented six disciplines – biology, computer science, English, mathematics, sociology, and speech. A second meeting, in spring 2000, was conducted at Emporia State University, and three additional disciplines – history, chemistry, and psychology – were added to that initial group of six. A third meeting, again at Southside, was conducted in January 2001. The last meeting of the core competency groups was held in September of 2002. In addition, disciplines such as English, speech and mathematics have scheduled other, independent meetings subsequently.

The Core Competency meetings were financed through the KCIA budget. Each institution made a commitment to their faculty and supplied them with finances for lunch and travel. Due to increased budget decreases and the time commitment for our faculty, it was decided that the meetings would be held annually in the fall semester in the coming years.

On September 17, 2004, approximately 175 faculty members gathered at the Southside Educational Center once again to review and reevaluate the competencies previously selected in specific core general education courses: college algebra and trigonometry, general biology (introductory course for non-majors), American history I and II, chemistry I and II, psychology, sociology, and English composition I and II. Sessions were facilitated by members of the faculty of the University of Kansas and Wichita State University. (In previous years, facilitators came from the community colleges.)

Appendix I of this document lists the faculty who participated in the Fall 2004 core outcomes meeting. Appendix II contains lists of institutions and faculty represented at previous core outcomes meetings.

USE OF CORE OUTCOMES

Faculty at the meetings have established minimum core outcomes and in some cases competencies for selected general education classes. In addition to being posted on the KCIA website, these core outcomes and competencies will be distributed to the state's colleges and universities and to Kansas high schools. Faculty who have developed these outcomes suggest that the outcomes and competencies be reflected in the curriculum of the state's colleges and universities. In many institutions, these outcomes and competencies are presented in syllabi and in several cases they have been used to initiate and facilitate curriculum revision.

ADVANTAGES OF CORE OUTCOMES AND COMPETENCIES

Common core outcomes and competencies contribute to the state's system of higher education by:

- Creating a seamless pathway for students by improving articulation and transfer between state institutions.
- Facilitating communication within disciplines among the state's faculty.
- Communicating to the state's secondary schools the expectations of college-level curriculum, that could result in improvements in college preparedness of students.

INSTITUTIONS REPRESENTED IN PROJECT

Community Colleges

Allen County Community College
Barton County Community College
Butler County Community College
Cloud County Community College
Coffeyville Community College
Colby Community College
Cowley County Community College
Dodge City Community College
Fort Scott Community College
Garden City Community College
Highland Community College
Hutchinson Community College
Independence Community College
Johnson County Community College
Kansas City, Kansas Community College
Labette Community College
Neosho County Community College
Pratt Community College
Seward County Community College

Universities

Emporia State University
Fort Hays State University
Kansas State University
Pittsburg State University
University of Kansas
Washburn University
Wichita State University

ART

JOYE NORRIS, DODGE CITY, FACILITATOR

INTRODUCTION

The first meeting of the Art Core Competency Group was held in the 2001-2002 academic year. The "art working group" met in Wichita for the second time during the Fall 2002 semester. The focus of the original agenda for the meeting was synchronizing class titles and working on the broad objectives of the 2D Design as well as Art Appreciation and Art History Survey courses.

Representatives attended the meeting from all of the regional community colleges and three of the Regent's four-year Universities (Emporia State, Fort Hayes State & Wichita State). Time for this meeting was limited and not all of the institutions represented had Art History classes. Since all had 2D Design courses and Art Appreciation or Art Exploration courses, there was a consensus to concentrate on those two courses and work on Art History if time permitted.

The committee had general agreement that the content of the 2D Design courses at the Kansas Regents institutions represented were very close and the outcomes were similar and in many cases exactly in sync. A list of outcomes was developed by the committee and recommended for adoption by all institutions present.

After discussion on the Art Appreciation and Art Explorations course content the conclusion that the Art Appreciation should be the standard title for the general art survey course intended for non-art major students for ease of transfer and more exact labeling. It was recommended by the committee that all the Regents' institutions present adopt the art appreciation title.

The committee has scheduled basic studio courses as the next topics for review at the Spring 03, or at the 2003-04 meeting with Art History to be reviewed at a later meeting.

Many colleges and universities have already moved to implement all of the committee's recommendations.

ART APPRECIATION
COURSE OUTCOMES AND COMPETENCIES

I. Understand media, techniques, and process
   a. Demonstrate knowledge of media, techniques, and processes
   b. Solve visual arts problems independently through analysis, synthesis, and evaluation
   c. Demonstrate an understanding of how the communication of ideas relates to the media, techniques, and processes used

II. Use knowledge of formal issues of design
   a. Demonstrate an understanding of the formal elements of art and principles of design

III. Evaluate a range of subject matter, symbols, and concepts in relation to history and cultures

IV. Apply developed and personal criteria for viewing and assessing art

V. Make connections between visual arts and other disciplines

ART COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Art Appreciation	ART 101	Hobbs, Jack A. Art in Context
Barton County	Art Appreciation	ARTS 1200	Preble, Duane, and Sarah. Art Forms, Seventh Edition. Harper & Row.
Butler County	Art Appreciation	AR 100	"Living with Art" by Rita Gilbert
Cloud County	Art Appreciation	Ar 100	
Coffeyville	Art History & Appreciation I/II	50.140.	History of Art 6th Ed.
Colby	Art Appreciation	AR117	Living with Art
Cowley	Art Exploration	ART 2111	
Dodge City	Introduction to the Visual Arts	ART 101	
ESU	Art Appreciation	AR 105	
FHSU	Fundamentals & Appreciation of Art	ART 180	Gilbert's Living with Art by Getlein
Ft. Scott	Art Appreciation	ART1053	Design trough Discovery-Elem. Principles
Garden City	Art Appreciation	ARTS 120	
Highland	Art Appreciation	A 101	Understanding Art, Lois Fechner-Rathus, 3rd ed.
Hutchinson	Art Exploration	AR 101	Art Forms, 7th ed, Preble, Duane, and Sarah, Harper and Row
Independence	Art Appreciation	AED 1043	
JCCC	no similar course		
KCKCC	Art Appreciation	FNAR 101	
KSU	KSU does not offer such a course.		
KU	NA		
Labette	Art Appreciation	AR 1011	
Neosho	Art Appreciation	ART 102	None
PSU	Introduction to the Visual Arts	ART 178	World of Art, 4th ed., Sayre
Pratt	Introduction to Art	ART 139	Gilbert's Living with Art 6th ed by Getlein
Seward	Art Appreciation	AR 1323	
Washburn	Living with Art	AR 103	
WSU			

BIOLOGY

BRENT BATES, LABETTE, FACILITATOR

ELLIE SKOKAN, WICHITA STATE UNIVERSITY, FACILITATOR (2004)

INTRODUCTION

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

Our committee realizes that any individual General Education Biology Course might place a greater emphasis on certain biological areas, such as health or environmental issues. Due to these differences, we conclude that specific competencies should be written with the individual course in mind. In order to most efficiently utilize the expertise and experience of the individual instructors and institutions, we have chosen 7 core outcomes that we believe represent the essence of a General Education Biology Course. These 7 outcomes provide a uniform base for instruction of basic biological concepts with suggested topics to allow flexibility in optimizing the resources of individual institutions.

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

1. General Education biology courses should not be offered in conjunction with Biology majors' courses to more specifically meet the needs of both the majors and non-majors in Biology.
2. Each General Education Biology lecture course must teach and assess to the 7 minimum core competencies.
3. A statewide assessment of the General Education Biology Courses should not be mandated
4. Each course would have a lecture and a lab component with a minimum of 4 credit hours.
5. The lab component should be considered to be an integral part of the course and linked to the lecture material whenever possible.
6. The lab component must include the lab topics and skills that are listed above. A single lab could incorporate several topics/skills.
7. It is expected that the 9 suggested life skills be incorporated into a General Education Biology course, but the assessment of these skills should not be mandated.

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

<u>Resolution 1:</u>

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

<u>Resolution 2:</u>

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

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

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

1. The adjunct instructors should have the same credentials as the full-time instructors, MA with 18 hours in the discipline. The appointment of Adjunct Instructors should be based on the recommendation of the head instructor in the discipline.
2. The course site and lab facility should be inspected to make sure it is appropriate for the course
3. The adjunct instructor should be involved in faculty mentoring
4. Suggested pre assessment of concurrent enrollment students to ensure college preparedness of students
5. Suggested institutions adhere to the guidelines proposed by the legislature regarding concurrent enrollment. (see attachment from Kansas Board of Regents Policy and Procedures)

INTRODUCTORY GENERAL EDUCATION BIOLOGY WITH LAB
COURSE OUTCOMES AND COMPETENCIES
Revised/updated 9/17/04

I: Understand the nature of science.
- a. Scientific processes.
- b. Scientific methods.

II: Understand the levels of organization and emergent properties of life.
- a. Chemical.
- b. Cellular.
- c. Organ/Organ System
- d. Organismal.
- e. Ecological.

III: Understand bioenergetics.
- a. Enzyme activity.
- b. Metabolism.
- c. Cellular respiration/photosynthesis.

IV: Understand the importance of reproduction in maintaining the continuity of life.
- a. Mitosis.
- b. Meiosis.
- c. Differentiation/development.
- d. Diversity of reproductive strategies.

V: Apply principles of genetics to unity and diversity of life.
- a. Classical genetics.
- b. Molecular genetics.

VI: Discuss evolution as the mechanism of change in biology.
- a. Natural Selection.
- b. Speciation.
- c. Diversity of life/Classification.

VII: Understand principles of ecology.
- a. Ecosystem organization.
- b. Ecological interactions.
- c. Environmental issues.

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

12 Laboratory Topics/Skills:
1. Microscopy Skills
2. Quantitative measurement skills incorporating the metric system

3. Analytical and statistical skills including presenting and/or interpreting graphs, tables, etc.
4. Experience with living organisms
5. Identification and proper use of laboratory equipment including the most current technology available
6. Field experience
7. Basic biochemistry
8. Organismal and cellular structure and function
9. Classification/taxonomy
10. Evolution/natural selection
11. Genetics
12. Reproduction (cellular and organismal)

The following classes utilize common core outcomes discussed above.

Course	Course No.	Credit Hrs.	Institution
Principles of Biology	BIO 102	5	Allen
Principles of Biology	Life 1402	5	Barton
General Biology	BI 110	5	Butler
General Biology	SC 101	4	Cloud
General Biology	BIO 101	5	Coffeyville
Principles of Biology		4	Colby
General Biology		4	Colby
Principles of Biology	BIO 4111	5	Cowley
General Biology	BIO 101	5	Dodge City
General Biology w/ lab	GB100/GB101	3,1	Emporia
Human Biology w/lab	BIOL 100/102		Fort Hays State University
General Biology	BIO 1215	5	Fort Scott
Principles of Biology	BIOL 105	5	Garden City
College Biology	BS101	5	Highland
Principles of Biology	BIOL 122	3+1	Johnson County
General Biology	BI 101	4	Hutchinson
General Biology	BIO 1025	5	Independence
General Biology	BIOL 121	5	Kansas City, Kansas
General Biology	BI 0431	5	Labette
General Biology w/lab	BIOL111/112	3+2	Neosho
General Biology	BIO 125	5	Pratt
Environ. Life Science	BIOL 113	4	Pittsburg State University
General Biology w/lab	BIO 111/112	5	Pittsburg State University
Principles of Biology	BI 1305	5	Seward
Principles of Biology w/lab	BIOL100/102	3+2	University of Kansas
Intro to Biology w/lab	BI 100/101	3+2	Washburn University
Human Organism w/lab	BIOL106/107	3+1	Wichita State University

CHEMISTRY

KAYE WALTER, KANSAS CITY, KANSAS, CO-FACILITATOR

DAVID KLEIN, KANSAS CITY, KANSAS, CO-FACILITATOR

ED KREMER, KANSAS CITY, KANSAS, CO-FACILITATOR

JOSEPH HEPPERT, UNIVERSITY OF KANSAS, FACILITATOR (2004)

INTRODUCTION

Representatives of Chemistry Departments from all public Kansas Higher Educational institutes met in Spring 2000 at Emporia State University to begin discussions about constructing core competencies for freshman and sophomore level chemistry courses. Fifteen community colleges and four universities were represented at the first meeting.

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

To date, the Chemistry Core Competency Group has completed a set of core competencies for Chemistry I, Chemistry II, including competencies for the laboratory portions of the courses.

David Klein, Ed Kremer, and Kaye Walter have served as co-facilitators of the group. Joseph Heppert of the University of Kansas facilitated the September, 2004, meeting. At this meeting the competencies for Chemistry I and II (lecture and lab) were reviewed and updated.

GENERAL CHEMISTRY
COURSE OUTCOMES AND COMPETENCIES

At the completion of each topic the students should be able to:

I. Atoms and the Periodic Table
   a. Recognize the three major subatomic particles and their general arrangement in the atom
   b. Identify an element from its symbol and/or provide a symbol for a given element
   c. Relate the properties of the elements to their relative positions in the periodic table

II. The Structure of Compounds
   a. Distinguish between ionic, covalent and polar covalent compounds
   b. Create Lewis electron-dot symbols/formulas for various elements and simple molecules
   c. Recognize shape and determine polarity for simple molecules

III. Chemical Nomenclature of Inorganic Compounds
   a. Determine the name of a substance given the formula and the formula of a substance given the name

IV. Measurements
   a. Determine the significant digits in a number, including numbers written in scientific notation
   b. Perform basic calculations on numbers and round off the answers to the correct number of significant digits
   c. Make conversions between the English and metric system as well as within the metric system

V. Matter and Energy
   a. Distinguish between the various classes of matter and differentiate between physical and chemical properties and changes
   **b. Calculate the energy involved when a substance undergoes a phase and temperature change*

VI. Calculations Involving Elements and Compounds
   a. Calculate the formula or molecular mass of a compound
   b. Convert between mass, moles, and number of molecules of a substance
   c. Perform simple stoichiometric calculations
   **d. Calculate the percent composition of a compound from its formula or determine the empirical formula from percent composition.*
   **e. Solve stoiciometry problems involving mass-mass, mass-volume, and volume-volume relationships, including limited reagent problems*

VII. Chemical Equations
   a. Identify and balance simple chemical reaction equations
   b. Predict the products of simple reactions

VIII. Gases
   a. Know and solve problems involving the relationships between volume, temperature, and pressure
   **b. Use the gas laws to solve molecular mass, density, and stoichiometry problems*

IX. Liquids, Solids, and Solutions
   a. Identify various intermolecular forces
   b. Calculate the various ways of expressing solution concentration
   *c. *Describe the boiling point elevation or freezing point depression of a solution and use them to calculate the molecular mass of an unknown solute*

X. Acids, Bases, and Ionic Equations
   a. Identify acids and vases and describe the difference between a strong and weak acid and base and recognize reactions of acids and bases
   b. Distinguish between acidity and basicity on the pH scale
   *c. *Perform simple pH calculations*
   *d. *Identify buffers and describe their function*

XI. Access Chemical Literature
   a. Reference literature sources to gather and summarize information in a scientific research paper

XII. Laboratory Skills
   a. Make observations and measurements, handle data, calculate results, and draw conclusions from observations and/or experimental data
   b. Communicate results through written reports
   c. Demonstrate safe work habits in the lab
   *d. *Construct a graph and interpret graphical data*
   *e. *Use titration data to solve stoichiometric problems*

*XIII. *Organic*
   *a. *Define and distinguish between aliphatic and aromatic chemistry*
   *b. *Define and identify alkanes, alkenes, alkynes, and cyclic hydrocarbons*
   *c. *Define, identify, and illustrate the various organic functional groups: halogens, aldehydes, ketones, carboxylic acids, esters, amines, amides, thiols*
   *d. *Demonstrate the ability to name and illustrate the structure of aliphatic and aromatic compounds*
   *e. *Recognize the geometry around the carbon atoms and the existence of isomers, including stereoisomers*
   *f. *Demonstrate the ability to write and name simple organic reactions*

*XIV. *Biochemistry*
   *a. *Describe the roles of carbohydrates, proteins, lipids, and nucleic acids in living systems*
   *b. *Describe the importance of buffers and the requirements of a buffer system*
   *c. *Describe the chemistry involved in a metabolic pathway*
   *d. *Define, demonstrate, and distinguish between various nucleic acids, especially DNA and RNA*

*XV. *Nuclear Chemistry*
   *a. *Classify nuclear reactions*
   *b. *Identify different types of ionizing radiation*
   *c. *Describe uses of radioactivity*

*XVI. *Discuss how chemistry applies in personal lives, economy, energy, and environment*

**Competencies in italics are optional.*

CHEMISTRY I (SEMESTER I)
COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

LECTURE PORTION OF CHEMISTRY

Content of the course will prepare students to:

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

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

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

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

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

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

VII. Chemical reactions and stoichiometry.
   a. Classify chemical reactions and predict whether simple chemical reactions will proceed.
   b. Employ stoichiometric reasoning in evaluating reactions of gases, liquids and solids
   c. Perform calculations that employ relationships involving masses, formula units, and the mole relationships.
   d. Determine empirical and molecular formula from appropriate data.
   e. Demonstrate the ability to balance chemical equations.
   f. Discuss solubility rules
   g. Write net ionic equations based on solubility rules.

h. Balance simple acid base reactions
i. Define oxidation and reduction. Balance simple redox reactions and determine the identity of the oxidizing and reduction agents.
j. Determine limiting reagents from stoichiometric data, calculate the maximum product yield, and leftover reagent.
k. Calculate theoretical yield from stoichiometric data.

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

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

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

XI. Molecular Bonding and Structure.
a. Describe the characteristics of ionic and covalent bonding.
b. Draw Lewis dot structures for atoms, simple ionic and molecular compounds.
c. Predict the shape of simple molecules and ions using VSEPR theory.

d. Explain how electronegativity differences relate to bond polarity.
a. Identify polar and non-polar molecules.
b. Understand valence bond descriptions of molecular structure and bonding.
c. Understand hybridization, including sp^3, sp^2 and sp hybridization.
d. Predict hybridization from VSEPR structures.
e. Determine bond orders and relate them to relative bond strength.
f. Describe the MO theory description of bonding and antibonding orbitals.
g. Relate MO theory to concepts such as the structural, energetic, spectroscopic, and magnetic properties of molecules.

LABORATORY PORTION OF THE CHEMISTRY I COURSE

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

I. Work in the laboratory in accordance with good laboratory practices
   a. Dress in an appropriate manner as to promote safety in the laboratory, wearing appropriate laboratory attire and goggles when anyone is working with chemicals in the laboratory.
   b. Follow written directions accurately.
   c. Work safely and effectively, using equipment and chemical carefully and correctly.
   d. Demonstrate use of required techniques.
   e. Dispose of waste products in a proper manner.
   f. Know how to find and understand MSDS's for the chemicals used in a particular laboratory.

II. Gather and record qualitative and quantitative data accurately
   a. Acquire data using balances and volumetric glassware.
   b. Make and record visual observations.
   c. Use computers, when appropriate, as data acquisition tools.
   d. List or describe experimental assumptions made and any deviations from the written experimental procedures.

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

IV. Correlate laboratory work with principle topics in Chemistry I lecture.

CHEMISTRY II (SEMESTER II)

COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

LECTURE PORTION OF CHEMISTRY

Content of the course will prepare students to:

I. Colligative Properties
   a. Define saturated solution, unsaturated solution, supersaturated solution, solubility, solute, and solvent.
   b. Understand and perform calculations using Henry's Law
   c. Calculate concentration in molality, molarity, mole fraction, and percent composition, and interconvert between these units.
   d. Explain and calculate vapor pressure using Raoult's Law.
   e. Explain other colligative properties, including freezing point depression, boiling point elevation, and osmotic pressure.
   f. Perform calculations using colligative properties, including molecular weight, freezing point depression, boiling point elevation and osmotic pressure.
   g. Differentiate between the behaviors of non-ionizing and ionizing compounds in solution.

II. Kinetics
   a. Discuss the meaning of the rate of a reaction.
   b. Explain the factors that affect reaction rates.
   c. Use the initial rate method to determine reaction order from experimental data.
   d. Determine orders of reaction for reactants from data expressing changes in concentration as a function of longer times.
   e. Use the rate law to determine the overall order of a reaction.
   f. Determine a reaction rate law from initial rate data.
   g. Describe the relationship between order of reaction and molecularity.
   h. Use experimental data to determine the rate law for a reaction.
   i. Compare zero, first and second order rate reactions.
   j. Discuss the collision theory of a reaction rate.
   k. Use the Arrhenius equation to illustrate the relationship between energy of activation and rate law constant.
   l. Describe the relationships among the mechanism, the overall reaction and elementary steps.
   m. Identify reaction intermediates and catalysts in reaction mechanisms.
   n. Draw and interpret energy diagrams and illustrate the affect of a catalyst on the energy diagram.

III. Equilibrium Principles
   a. Explain the relationship between the terms reversible reaction and dynamic equilibrium.
   b. Write the general equilibrium constant expression and explain its significance.
   c. Calculate Keq given equilibrium concentrations of reactants and products.
   d. Calculate equilibrium concentrations of reactants and products given the equilibrium concentration of other reactants and products.
   e. Calculate new equilibrium concentrations of reactants and products after an increase or decrease in the concentration of one of the reactants or products.

f. Explain why the concentrations of pure liquids and solids are never used in equilibrium constant expressions.
g. Show how the numerical value of the equilibrium constant changes when the stoichiometric coefficients are changed or the reaction is reversed.
h. Explain the differences between the terms Kc and Kp and the relation of either to Qc.
i. Explain the difference between an equilibrium position and an equilibrium constant.
j. Given Keq and initial concentration of reactants and/or products, calculate the final concentrations of reactants and/or products.
k. List and explain the external factors that can affect equilibria.
l. Using LeChateleir's Principle, explain how changes in temperature, pressure, volume, or concentration affect the equilibrium position for a chemical reaction.

IV. Equilibrium of Aqueous Solutions

a. Use the definition of acids and bases to distinguish between strong and weak acids and bases, equilibrium relationships among them, and the aqueous properties of their salts.
b. Use the concepts of pH, pOH, Ka, and Kb to calculate the pH of aqueous solutions of acids, bases, and their salts.
c. Determine the specific species present in an aqueous solution and the concentrations of those species.
d. Describe the shape of acid-base titration curves for strong acid-strong base, weak acid-strong base, strong acid-week base and weak acid-weak base titrations.
e. Describe the effect of common ions and calculate concentrations of all species present in solutions of weak acids and bases.
f. Describe the ionization of polyprotic acid in aqueous solution.
g. Explain the buffer effect, predict the influence of added acids and bases on buffers, and calculate the concentrations of species in solution (using acid or base dissociation constant expressions, or Henderson-Hasselbach equation).
h. Calculate the pH of a buffer solution outside of the buffer region.
i. Identify titration curves for strong, weak, and polyfunctional acids and bases.
j. Understand the use of volumetric methods to determine the concentrations of species in solution.
k. Understand application of indicators in titration.
l. Write an equation to express the relationship between a solid solute and its constituent ions in a saturated solution.
m. Calculate the Ksp from molar solubility and molar solubility from Ksp.
n. Calculate the effect of a common ion on the molar solubility of a salt.
o. Predict whether precipitation will occur when salt solutions are mixed and determine the concentration of ions remaining in solution after precipitation

V. Thermodynamics

a. Explain the similarities and differences between such terms as enthalpy, entropy, and free energy.
b. Explain how the First, Second, and Third Laws of Thermodynamics apply chemical and physical processes.
c. Predict whether the entropy change in a given process is positive, negative, or near zero.
d. Use data tables to determine enthalpy, entropy, and free energy changes.
e. Explain how ΔH°, ΔS°, and ΔG° are related to reaction spontaneity.
f. Explain how a knowledge of ΔH°, ΔS°, and ΔG° allows one to predict the conditions under which a reaction will occur.

g. Describe and calculate the relationship between the standard free energy of reaction and the equilibrium constant.
h. Calculate ΔG for a chemical reaction that occurs under nonstandard conditions.

VI. Electrochemistry
a. Describe galvanic and electrolytic cells and their operation, including the identification of half reactions at the anode and cathode.
b. Write half reactions given a balanced redox reaction, and generate a balanced redox reaction given redox half reactions.
c. Calculate cell potentials and determine spontaneity of oxidation/reduction reactions.
d. Understand and use Faraday's Law.
e. Understand and apply the relationship of thermodynamics to electrochemistry.
f. Understand and use the Nernst Equation.
g. Understand the relationship between the cell potential E and ΔG, and use this relationship in problem solving.
h. Give examples of natural and/or commercial applications of electrochemical processes
i. Use the activity series of metals (optional).

VII. Optional Topics (alphabetical)
a. Biochemistry
b. Coordination chemistry
c. Descriptive chemistry
d. Nuclear and radiochemistry
e. Organic chemistry
f. Solid state chemistry

LABORATORY PORTION OF THE CHEMISTRY II COURSE

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

I. Work in the laboratory in accordance with good laboratory practices
a. Dress in an appropriate manner as to promote safety in the laboratory, wearing appropriate laboratory attire and goggles when anyone is working with chemicals in the laboratory.
b. Follow written directions accurately.
c. Work safely and effectively, using equipment and chemical carefully and correctly.
d. Demonstrate use of required techniques.
e. Dispose of waste products in a proper manner.
f. Know how to find and understand MSDS's for the chemicals used in a particular laboratory.

II. Gather and record qualitative and quantitative data accurately
a. Acquire data using balances and volumetric glassware.
b. Make and record visual observations.
c. Use computers, when appropriate, as data acquisition tools.
d. List or describe experimental assumptions made and any deviations from the written experimental procedures.

III. Handle and evaluate data in logical, productive, and meaningful ways
a. Create notebooks and laboratory reports that are clear, understandable, and

accurately represent the data collected.

b. Display computer data in a spreadsheet or graphically, as appropriate
c. Correlate observations with chemical or physical processes.
d. Carry out suitable calculations with quantitative data, recognizing when data and calculations are within a reasonable range.
e. Use observations of experimental data to present relevant conclusions pertaining to the experimental procedure.

IV. Correlate laboratory work with principal topics in College Chemistry II lecture

CHEMISTRY COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Chemistry I/II	CHE 125/CHE 136	General Chemistry, 7th Ed., Ebbing & Gam
Barton County	College Chemistry I/II	CHEM 1806/CHEM 1808	Ebbing, Chemistry, Seventh Edition, Houghton Mifflin, 2002. Wentworth, Experiments in General Chemistry, Seventh Edition, Houghton Mifflin, 2002.
Butler County	College Chemistry I/II	CH 110/CH 115	Chang, M., General Chemistry: The Essential Concepts (3rd ed.)
Cloud County	Chemistry I/II	SC131/SC132	
Coffeyville	Principles of Chemistry I/II	40.103./40.104.	
Colby	University Chemistry I/II	PH121/PH122	Gen. Chem with Qualitative Analy, 10th ed
Cowley	Chemistry I/II	CHM 4220/CHM 4230	
Dodge City	Inorganic Chemistry I & Lab/II & Lab	CHEM 101/CHEM 102	
ESU	Chemistry I/II	CH 123/124;CH 126/127	General Chemistry, 7th Ed., Ebbing & Gam
FHSU	University Chemistry I/II Laboratory	CHEM 120/CHEM 122	Chemistry & Living Organisms by Bloomfield
Ft. Scott	General Chemistry I/II	CHE 1015/CHE 1025	Chemistry 3rd ed.
Garden City	College Chemistry I/II	CHEM 109/CHEM 110	
Highland	College Chemistry I/II	PS 111/PS 112	General Chemistry, 7th Ed., Ebbing & Gam
Hutchinson	Chemistry I/II	CH 105/CH 106	Chemistry: Molecules, matter and Change, Jones, 4th ed, VPHS
Independence	General Chemistry I/II	PHS 1025/PHS 1035	Chemistry 6th ed. By Zumdahl
JCCC	General Chemistry I/II	CHEM 124/CHEM 125	Chemistry & Chemical Reactants, 5th ed.
KCKCC	College Chemistry I/II	CHEM 111/CHEM 112	Chang, Chemistry, McGraw Hill, 7th Ed.
KSU	Chemistry I/II	CHM 210/ CHM 230	Chemistry by Raymond Chang, 7th ed., McGraw-Hill, 2002.
KU	Foundations of Chemistry I/II	CHEM 184/CHEM 188	Also CHEM 125 – College Chemistry, for non-science majors
Labette	Basic Chemistry I/II	CH 1947/CH 1948	
Neosho	College Chemistry/II	CHEM 125/CHEM 135	Chemistry by Zumdahl
PSU	General Chemistry I/II	CHEM 215, 216	Chemistry, 3rd ed., Silberberg
Pratt	General Chemistry I/General Chemistry II & Quantative	CHM 153/CHM 154	Chemistry-5th ed-by Zumdahl
Seward	College Chemistry I/II	CH 1505/CH 1515	
Washburn	Fundamentals of Chemistry I/II	CH 151/CH 152	
WSU	General Chemistry/General Inorganic Chemistry	CHEM 111/CHEM 112	Chemistry-W/2 CDS

COMPUTER SCIENCE

RAY ROTHGEB, INDEPENDENCE, FACILITATOR

INTRODUCTION

The Computer Core Competency Group on Introduction to Computer Concepts recognizes that computer literacy courses at Kansas' public colleges and university vary greatly. The group encourages a common course title and incorporation of common outcomes into course syllabi in an effort to ensure a consistent review and application of skills, knowledge and concepts throughout the state higher education system.

Currently, a common course number and title does not exist. The following titles are the most common and fall within the introduction to computer genre.

- Computer Concepts and Applications
- Information Processing Systems
- Microcomputer Applications
- Introduction to Microcomputers
- Introduction to Computing/Computers
- Computer Information Systems

The consortium suggests **"INTRODUCTION TO COMPUTER CONCEPTS AND APPLICATIONS"** as a common course title. Further, EduKan and/or State Higher Education administrators should provide the leadership for establishing this title or something comparable.

It is understood that a college introduction to computing course would have some competencies that overlap and reinforce those from high school computer technology classes. Instructors of computer introductory courses are expected to move from common terminology, skills and concepts, repeated from the high school experience, to more advanced ones at the college and university introductory level.

While a common course title serves as a single identifying element of an introduction to computer course, it does not ensure that content is consistent between institutions. In an effort to provide consistent content and appropriate levels of achievement the consortium proposes a set of outcomes and competencies be incorporated into all course syllabi that fall within the general description of the courses previously mentioned. It was agreed that an outcome was "the expected level of knowledge and skills to be achieved by the learner." Competency is defined as "the observed behavior that results from achieving the expected knowledge and skills."

Seven outcomes are identified that are to be incorporated into introduction to computer courses. These outcomes are not intended to be the only outcomes, but rather relevant core outcomes common to all college and university level introduction to computing courses. General competencies are listed for each outcome permitting individual course design for their implementation. It is recommended that these outcomes and competencies will be incorporated in syllabi.

INTRODUCTION TO COMPUTER CONCEPTS AND APPLICATIONS COURSE OUTCOMES AND COMPETENCIES

I. Hardware: Understand specifications and configurations of computer hardware
   d. Define computer hardware concepts and terminology
   e. Illustrate various configurations for hardware components
   f. Identify current and emerging hardware technologies

III. Operating Systems and Systems Software: Understand and identify the major roles of operating systems and systems software
   d. Be able to utilize system software to execute a common set of applications
   e. Identify advance operating system and utility features
   f. Use advanced operating system and utility features

III. Internet: Understand the impact and use of the Internet
   d. Define Internet concepts and terminology
   e. Identify current and emerging Internet capabilities
   f. Use current and emerging Internet capabilities

IV. Word-processing: Use word-processing software to create, edit and produce professional looking documents
   d. Define word processing concepts and terminology
   e. Create, modify, save and output professional looking documents
   f. Use advanced word processing application features

I. Spreadsheets: Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support that problem-solving process
   d. Define spreadsheet concepts and terminology
   e. Create, modify, save and output professional looking documents
   f. Use advanced spreadsheet application features

VI. Database: Design, create and maintain a database, which produces easy access to information in multiple dimensions
   d. Define database concepts and terminology
   e. Design, create, modify, save, query and output database information
   f. Use advanced database application features

VII. Presentation: Use presentation software to create, edit and produce professional looking presentations
   d. Define presentation concepts and terminology
   e. Create, modify, save and output professional looking presentations
   f. Use advanced presentation application features

VIII. Integration: Understand integration applications software
   d. Define integration concepts and terminology
   e. Identify current and emerging integration capabilities
   f. Use current and emerging integration capabilities

IX. Ethical Issues and Concepts: Understand ethical and social standards of conduct regarding the use of technology

c. Define ethical and social concepts of technology use
d. Define ethical and social standards of conduct when using technology
e. Use advanced word processing application features

COMPUTER SCIENCE COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Introduction to Computers	CIS 100	Shell, Gary B, Thomas J. Cashman, and others. Discovering Computers 2002: Concepts for a Digital World, Web Enhanced.
Barton County	NA		Microcomputer Applications-Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat. Microsoft Office 2000, Introductory Concepts and Techniques Enhanced Edition, Course Technology, 2001. Intro to Computers-Discovering Computers 2000-Concepts for a Connected World by Shelly/Cashman/Vermaat
Butler County	Beginning Computer Concepts	BE 160	Practical Office XP, by June Parsons, Dan Oja, O'Leary, Timothy J. & Linda (2002-2003), Computing Essentials.
Cloud County	Computer Applications	CS 108	
Coffeyville	Introduction to Software Applications	.07.162	Microsoft Office XP
Colby	Introduction to Computers	CO176	Computer Confluence, 5th ed., MS Excel 2002; MS Windows 2000, MS Access 2000, MS Word 2002
Cowley	Intro to Microcomputers	BDP 1516	
Dodge City	Computer Concepts and Applications	CS 101	
ESU			
FHSU	Introduction to Computing Systems	CSCI 163	Microsoft Office 2000 by Course Technology
Ft. Scott	Personal Computing	COM1013	Learning Microsoft Windows 2000 '99
Garden City	Intro to Comp. Applic. & Concepts	CSCI 1103	
Highland	Intro to Microcomputers	BUS 100	Not Selected
Hutchinson	Microcomputer Applications	IS104	Shelley Cashman, Office 2003 Introductory Concepts & Techniques; Shelley Cashman, Discovering Computers 2004 Brief Edition Shelley Cashman, Visual Basic 6 Brief
Independence	Computer Concepts and Applications	MIC 1003	Office XP Introductory Concepts & Techniques – Shelley Cashman/The Practical PC 3rd ed., Parsons, Oja
JCCC	Introduction to Computer Concepts and Applications	CIS 124	Oleary #5 Bk Applications & Concepts w/cd package
KCKCC	Computer Concepts and Applications	CSCI 174	Long and Long, Computers, Prentice Hall, 10th ed.
KSU	Introduction to Information Technology	CIS 101	Hutchison & Coulthard, Microsoft Windows NT 4.0, Advantage Series for Computer Education, 1997.
KSU	Introduction to Microcomputer Spread-sheet Applications	CIS 102	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.
KSU	Introduction to Microcomputer Database	CIS 103	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.
KSU	Introduction to Microcomputer Word Processing Applications	CIS 104	Laudon and Rosenblatt, Microsoft Excell 2000, Interactive Computing Series, 2000.

KU	Introduction to Computer Based Information Systems	EECS 128	
Labette	Computer Literacy	CS 0715	
Neosho	Intro. To Computer Information Syst	CSIS 130	Computing Concepts
PSU	Computer Information Systems	CSIS 130	Discovering Computers 2003, Shelly
Pratt	Microcomputer Applications	CSC177	EduKan – no book
Seward	Intro. To Computer Concepts/Apps.	CS 1203	
Washburn	Computer Concepts and Applications	CM 110	
WSU	Intro. To Computers & Their Appls.	CS 105	Shelly/Cashmon Discovering

ENGLISH

SUE DARBY, HUTCHINSON, FACILITATOR
SONYA LANCASTER, UNIVERSITY OF KANSAS, FACILITATOR (2004)

INTRODUCTION

Adapted from the "WPA Outcomes Statement for First-Year Composition."

This statement describes the common knowledge, skills, and attitudes sought by composition programs in Kansas higher education. This document intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards is left to specific institutions or specific groups of institutions.

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and a concerned public do not imagine these outcomes can be taught in reduced or simple ways. Helping students demonstrate these outcomes requires expert understanding of how students actually learn to write.

At the Fall, 2004, meeting, the English Composition group reviewed the competencies listed below but made no changes. However, a number of substantive issues were discussed. In brief, these were:

Are these courses sequential? The group responded by focusing on the desired end product of the two courses.

How are the outcomes/competencies being used? Institutions reported a number of uses, particularly for transferability and for assessment.

Assessment portfolios – discussion on methods, uses, and workload. Other assessment methods were also discussed.

Class size – The group passed the following motion: "To ensure faculty can best assist students in writing classes, in conformance with the National Council of Teachers of English guidelines, we recommend that enrollment for composition classes be limited to 20 students for composition, 15 for on-line classes, and 15 for developmental classes." The group purposed to deliver this recommendation to the president, the board members, and chief academic officers of each institution.

Concurrent enrollment – discussion focused on instructor qualifications; this group has previously gone on record against concurrent enrollment in composition courses

Qualified admissions – the group discussed with Kathyrne Mueller (KBOR staff member) issues involving qualified admissions courses in English.

REQUIRED COMPOSITION SEQUENCE
COURSE OUTCOMES AND COMPETENCIES

By the end of the required composition sequence, students should:

I. Rhetorical Knowledge
   a. Focus on a purpose
   b. Respond to the needs of different audiences
   c. Respond appropriately to different kinds of rhetorical situations
   d. Use conventions of format and structure appropriate to the rhetorical situation
   e. Adopt appropriate voice, tone, and level of formality
   f. Understand how genres shape reading and writing
   g. Write in several genres

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

IV. Processes
   a. Be aware that it usually takes multiple drafts to create and complete a successful text
   b. Develop flexible strategies for generating, revising, editing, and proofreading
   c. Understand writing as an open process that permits writers to use later invention and rethinking to revise their work
   d. Understand the collaborative and social aspects of writing processes
   e. Learn to critique their own and others' work
   f. Learn to balance the advantages of relying on others with the responsibility of doing their part
   g. Use a variety of technologies to address a range of audiences

IV. Knowledge of Conventions
   a. Learn common formats for different kinds of texts
   b. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
   c. Practice appropriate means of documenting their work
   d. Control such surface features as syntax, grammar, punctuation, and spelling

ENGLISH COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	English Comp I/II	COL 101/COL 102	Kirszner, Laurie G., and Stephen R. Mandell. Patterns of College Writing: A Rhetorical Reader and Guide; Lunsford, Andrea, and Robert Connors. The New St. Martin's Handbook; Hacker, Diana. A Pocket Style Manual.
Barton County	English Comp I/II	ENGL 1204/1206	Comp I: Axelrod, Rise B. and Charles Cooper. The St. Martin's Guide to Writing, Sixth Edition. Boston: Bedford-St. Martin's, 2001. Comp II: Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, Fifth Edition. The Modern Language Association of America, 1999.
Butler County	English Comp I/ II	EG 101/102	Glenn, Cheryl, Making Sense: A New Rhetorical Reader. Harris, Muriel. Prentice Hall Reference Gde to Grammar & Usage, 5th ed./Harris, Muriel. Prentice Hall Refer. Gude to Grammar & Usage, 5th ed. Memering, Dean & Wm. Palmer. Discovering Arguments: An Intro to Critical Thinking and Writing with Readings
Cloud County	English Composition I/II	CM 101/102	
Coffeyville	Eng. Comp I/ II	23.101/23.102	Reasoning & Writing Well 2nd Ed.
Colby	English Comp I/ II	EN176/EN177	The Bedford Gde. For Coll. Writers: 2002 Colby Coll ed.
Cowley	Composition I/ II	ENG 2211/2212	
Dodge City	English Comp I/ II	ENG 102/103	
ESU	Composition I/ II	EG 101/102	The St Martin's Gde to Wrtg 6th ed, ESU Comp Manual/Perspectives on Argument 2nd ed. ESE Comp Manual
FHSU	English Composition I/II	ENG 101/102	
Ft. Scott	English 101/102	ENG 1013/1023	Student Writer 5th ed. Building Voc for College 5th ed.
			Building Voc. For College 5th. Allyn & Bacon Guide to Writing
Garden City	English I/II	ENGL 101/102	
Highland	College English I/II	ENG 101/102	McGraw Hill Reader Gilbert Muller 7th ed. Literature: An Introduction to Fiction, Poetry and Drama 7th ed, Kennedy et.al.
Hutchinson	English Composition I/II	EN 101/102	Little Brown Hndbk, 8th ed-both courses/College Writing, 8th ed and 75 Readings – Eng 101; The Conscious Reader and The Millenium Reader – Eng 102
Independence	English Composition I/II	ENG 1003/1013	St. Martin's Guide to Writing
JCCC	Composition I/II	ENGL 121/122	Multiple adoptions
KCKCC	Composition I/ II	ENGL 101/102	
KSU	Expository Writing I & II	ENGL 100 & 200	John D. Ramage, John C. Bean, & June Johnson, The Allyn & Bacon Guide to Writing, 3rd Ed., New York: Longman, 2003.
KU	Composition/Composition & Literature	ENGL 101/102	
Labette	English Composition I/II	EG 1513/1514	

Neosho	English Composition I/II	ENGL 101/289	Bedford Handbook, B H & Riverside Reader
PSU	English Composition/Introduction to Research Writing	ENGL 101/ENGL 299	101-Bedford Guide for College Writers, 6th ed, Kennedy; Prentice Hall Reference Guide to Grammar & Usage, 5th ed, Harris. 299-America Now, 4th ed., Atwan; Writing From Sources, 6th ed., Spatt
Pratt	English Composition I/II	ENG176/177	176 Everything is an Argument 2nd ed. By Lunsford
			177 Seagull 1st ed. Kelly
Seward	English Composition I/II	EG 1103/1113	
Washburn	Freshman Composition/Advanced Composition	EN 101/EN300	
WSU	College English I/II	ENGL 101/102	Brief Bedford Reader/Conscious Reader

HISTORY

MARILYN RHINEHART, JOHNSON COUNTY, FACILITATOR

JOHN RYAN, KCKCC, FACILITATOR

WILL KLUNDER, WICHITA STATE UNIVERSITY, CO-FACILITATOR (2004)

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INTRODUCTION

At the first meeting of the History Core Competency Group in January of 2001, the group wrestled with various ways to identify a set of subjects that World Civilization/World History instructors throughout the state could include in their curricula. Discussion was lively, and disagreements about generalities versus particulars emerged.

At the second meeting, September of 2001, the History Core Competency Group reached to a consensus about competencies which emphasized historical trends and historical particulars. The result was our first list of competencies.

At the September of 2002 meeting, the History Core Competency Group significantly revised the competencies for World Civilization I and made some changes to the competencies for World Civilization II. World Civilization instructors will use this semester (e-mail) to refine the competencies for both courses, and then to draw up another revision at the next meeting.

The History Core Competency Group is also considering the possibility of recommending common course titles (for example, World History, or World Civilization?). A recommendation on this issue will be forthcoming.

At the September, 2004, meeting, the group reviewed and made some revisions to the U.S. History Survey Competencies. There were three major items of discussion at this meeting:

1. Transferability of courses. University faculty members tended to emphasize the content of the courses taught as the primary criterion for consideration of transferability. Community college faculty members noted that administrators sometimes emphasize uniformity of courses. The consensus of the group was to favor transferability without imposing an artificial uniformity on instructors.

2. Concurrent enrollment. While acknowledging the popularity of concurrent enrollment, the consensus of the group was wary of the practice, citing concerns about whether qualified instructors teach the courses and whether the majority of high school students enrolled in the courses are ready for college work. To address these concerns, the group has two suggestions. One is to ensure that there are qualified instructors with a competency in the field. The other is to recommend standards for enrollment, including academic and/or testing prerequisites (such as minimal grade point averages and ACT scores). In summary, concurrent enrollment courses must be clearly distinct from regular high school classes to guarantee that the students are receiving a quality, college-level educational experience.

3. Reassessment of the basic competencies for survey courses in American history. Given the different approaches, texts, and instructors for such courses, the consensus was to focus on a two-part set of competencies. The first section deals with specific skills related to the historians' craft. The second part emphasizes the major themes that classes should cover, and is designed to assist adjunct instructors and administrators in better understanding the dynamics of these courses. Each institution can then determine how best to address those skills and themes within their individual courses.

U. S. HISTORY SURVEY COURSE
DEVELOPED MAY 1, 2000 AT ESU
MODIFIED SEPTEMBER 17, 2004 AT WICHITA SOUTHSIDE
COURSE OUTCOMES AND COMPETENCIES

A. Basic Skills and Tools of the Historians' Craft

1. Demonstrate the ability to analyze, synthesize, and evaluate change over time
2. Demonstrate research skills, including the ability to
    a) Utilize primary and secondary sources
    b) Evaluate the validity of sources
    c) Analyze historical perspectives
3. Demonstrate written and oral communication skills

B. Incorporating an awareness that historical perspectives are influenced by, race, class, and gender, among other factors, students completing American survey courses will be able to:

1. Describe the major indigenous cultures of North America and evaluate their impact
2. Describe and analyze the significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America
3. Trace and evaluate the causes, course, and consequences of the American Revolution
4. Describe and analyze the significant events in the creation of the American Republic
5. Describe and analyze the significant political, social, economic, and diplomatic developments of the early republic
6. Describe and analyze the significant political, social, economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America
7. Trace and evaluate the causes, course, and consequences of the Civil War
8. Describe the era of Reconstruction and evaluate its impact
9. Describe and analyze the causes, course, and impact of American imperialism
10. Describe and analyze the significant political, social, economic, and diplomatic developments, including reform movements, of modern industrial America
11. Trace and evaluate the causes, course, and consequences of World War I
12. Describe and analyze the significant political, social, economic, and diplomatic developments of the interwar years

13. Describe the causes, course, and consequences of the Great Depression and New Deal and evaluate their impact

14. Trace and evaluate the causes, course, and consequences of World War II

15. Describe and analyze the significant political, social, economic developments of postwar America

16. Describe and analyze the international role of the United State in the postwar world

17. Describe and analyze the significant political, social, economic, and diplomatic developments that transformed American from the modern Civil Rights movements through the Vietnam conflict

18. Describe and analyze recent political, social, economic, and diplomatic developments

WESTERN CIVILIZATION SURVEY COURSE
DEVELOPED JANUARY 26, 2001, AT WICHITA
COURSE OUTCOMES AND COMPETENCIES

Students completing the *Western Civilization* sequence of survey courses will be able to:

I. Demonstrate historical literacy

II. Articulate a view of history as a series of historiographical discussions

III. Demonstrate the ability to think critically

IV. Describe the basic tools of the craft of history

V. Describe the overall political, social, economic, diplomatic, environmental, and cultural perspectives of history

VI. Distinguish between primary and secondary resources and analyze and interpret these sources

VII. Describe the evolution of humankind though the Paleolithic and the Neolithic Ages

VIII. Trace the development of Mesopotamian civilizations

IX. Examine the old, middle, and new kingdoms of Egypt

X. Identify the achievements of concurrent civilizations

XI. Discuss the culture and accomplishments of Pre-Hellenic and Hellenic societies

XII. Compare and contrast the Hellenic and Hellenistic civilizations

XIII. Trace the evolution of the Roman Republic

XIV. Describe the rise and decline of the Roman Empire

XV. Compare and contrast the evolution of the Byzantine Empire and Islam

XVI. Discuss the contributions of the Middle Ages

XVII. Analyze the significance of the Renaissance

XVIII. Examine the causes and impact of the Protestant Reformation and Catholic Counter Reformation

XIX. Survey the European explorations and colonization of the world

XX. Describe the development of absolutism and constitutionalism

XXI. Explore the Age of Reason, the Scientific Revolution, and Cultural Evolution

XXII. Compare and contrast the American Revolution and the French Revolution and articulate their significance

XXIII. Describe the evolution of the Industrial Revolution and explain its continuing significance

XXIV. Discuss nineteenth century ideologies, upheaval, and nationalism

XXV. Describe the causes and significance of the Great Wars

XXVI. Identify and analyze the components of Modernism in the 1920s and 1930s

XXVII. Trace the causes and consequences of the Cold War

XXVIII. Articulate contemporary issues in a global environment

WORLD HISTORY/CIVILIZATION SEQUENCE OF SURVEY COURSES COURSE OUTCOMES AND COMPETENCIES

Students completing the World History/Civilization sequence of survey courses will be able to:

I. Demonstrate historical literacy

II. Articulate a view of history as a series of historiographical discussions

III. Demonstrate the ability to think critically

IV. Describe the basic tools of the craft of history

V. Describe the overall political, social, economic, diplomatic, environmental, and cultural perspectives of history

VI. Distinguish between primary and secondary resources and analyze and interpret these sources

VII. Describe the nature of Pre-History
   a. Planet
   b. Species
   c. Early Communities

VIII. Describe the emergence of human societies/civilizations

IX. Development and expansion of River Valley Civilization, non-sedentary peoples, and empire

X. Identify the patterns/consequences of interaction among societies/civilizations

XI. Compare and contrast the traditions/characteristics of societies/civilizations
   a. Convergence/Divergence
   b. Technology
   c. Political

XII. Describe the rise in global power/influence of modern/West

XIII. Discuss the persistence, resistance, collaboration, continuity, change, and synthesis of traditional societies

HISTORY COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	American History to 1865/American History from 1865	HIS 108/HIS 109	Ayers, Gould, Oshinsky, Soderlund, American Passages: A History of the United States
Barton County	American History to 1877/American History 1877 to Present	HIST 1400/1402	To 1877: Berkin, Miller, et. Al. Making America, Third Edition. Houghton Mifflin Publishing Company, 2003. 1877-Present: Berkin, Miller, et. Al. Making America, Third Edition. Houghton Mifflin Publishing Company, 2003.
Butler County	US History I-III	HS 131/132/136	Berkin, Miller, Cherny, & Gromly. Making America: A History of the United States, 3rd ed.
Cloud County	US History I/US History II	SS 122/123	
Coffeyville	Early US History/Recent US History	45.102/45.103	American Pageant 11th Ed.
Colby	Amer. Hist to 1865/1865 to Present	HI176/HI177	A People and a Nation – Norton
Cowley	US to 1876/US Since 1876	HIS 6411/6412	
Dodge City	Amer. History to 1865/American History 1865 to Present	HIST 101/102	
ESU	US Hist to 1877/since 1877	HI 111/HI 112	The American Promise, Vol I/II
FHSU	U.S. History Since 1865	HIST 131	
Ft. Scott	United States History 101/102	HIS 101/102	Naiton of Nations 3rd ed Vol 1 and Vol 2
Garden City	Am. Hist. to 1865/Since 1865	HIST 103/104	
Highland	U.S. History I, II	HIS 101/102	The American Nation. Garraty
Hutchinson	Am. Hist., 1492-1865, Am. Hist. 1865-Pres.	HI 101/102	
Independence	US Hist 1850; 1850-1930; 1930-Present	HIS 1023/1033/1043	American Pageant/Coming of Age
JCCC	US Hist to 1877/since 1877	HIST 140/141	Many options for texts and readers
KCKCC	US to 1877/US Since 1877	HIST 104/105	Regular classes: America's History, Vol. I, by Henretta, 4th Ed.; Online classes: America: Concise History, Vol. I, by Hernretta, 2nd Ed.; PACE: The American Promise, Vol. I, by Roark, 2nd Ed.
KSU	US to 1877/US Since 1877	HIST 251/HIST 252	Textbooks are individually adopted by instructors. Many other readers & supplementary material are used along with a textbook. Example textbooks are: HIST 251: Clark & Hewitt, Who Built America? Working People & the Nation's Economy, Politics, Culture & Society, Vol. 1. HIST 252: Tindall & Shi, America: A Narrative History, Vol. 2.
KU	History of US thru Civ. War/History of US after Civ. War	HIST 128/129	

Labette	Amer. History to 1877/from 1877	HS 2251/2252	
Neosho	Rec. Am. Hist., U.S. Hist. I/II	HIST 200,201,202	Making of America
PSU	American History to 1865/American History from 1865	HIST 201/HIST 202	201-American Past, 6th ed., Conlin; 202-Making America Learning Set, Berkin
Pratt	Amer. History to 1965/after 1865	HST 176/177	American People Vol. 1 & Vol. 2 5th ed by Nash
Seward	Amer. History I/II	HS 1303/1313	
Washburn	History of the United States I/II	HI 111/112	
WSU	US Colonel to 1865	HIST 131	Portrait of America

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	History of Western Civilization I/II	HIS 121/HIS 122	McKay, Hill, Buckler, A History of Western Society
Barton County	NA		
Butler County	Western Civilization I-III	HS 121/122/123	Marvin Perry, et. Al, (2000). Western Civ.: Ideas, Politics, & Society, 6th ed. (Optional at instructor discretion)/Marvin Perry, et. Al. (2003). Sources of the Western Tradition, Vol 1 (5th) (Optional at instructor discretion)/Study Guide: Perry (2000). Western Civilization, Vol. 1 (6th ed.)
Cloud County	Western Civilization I/II	SS 120/121	
Coffeyville			
Colby	NA		
Cowley	NA		
Dodge City	Survey of Western Civ. I/II	HIST 103/104	
ESU	World Cultures to 1500; Modern World Civilization	HI 101/102	World Civilizations I/none
FHSU	NA		
Ft. Scott	History of Civilization I/II	HIS2013/2023	History of World Societies 5th ed. Vol 1 & Vol 2
Garden City	Survey of Civilization I/II	HIST 101/102	
Highland	Western Civilization I/II	HIS 103/104	The Mainstream of Civilization. 6th ed. Stanley Choddrow
Hutchinson	World History to 1600/since 1600	HI 103/104	
Independence	History of Early Civ/Modern Civ	HIS 1003/1013	New text The Earth & Its Peoples
JCCC	Western Civ. I/Western Civ. II	HIST 125/126	Choice of 13 original works from large list
KCKCC	World Civilization I/II	HIST 115/116	Traditions & Encounters, Vols. I & II, by Bentley and Ziegler, 2000 Ed.
KSU	World History to 1450/World History from 1450	HIST 111/HIST 112	Textbooks are individually adopted by instructors. Many other readers & supplementary material are used along with a textbook. Example textbooks are: HIST 111: R.W. Bulliet, et al. The Earth and Its Peoples: A Global History: Vol. 1, to 1500. HIST 112: R.W. Bulliet, et al. The Earth & Its Peoples: A Global History: Vol. 2, Since 1500.
KU	Western Civ. I/Western Civ. II	HWC 204/205	
Labette	World Civ to 1500 from 1500	HS 2253/2254	
Neosho	World Civilization I/II	HIST 101/102	Traditions & Encounters
PSU	World History to 1500/World History from 1500	HIST 101/102	History of World Societies, 5th ed., McKay
Pratt	NA		
Seward	NA		

Washburn	Survey of Early World History/Changing World History: Traditions & Transform-ations/Modern World History	HI 100/101/102	
WSU	Western Civilization to 1648	HIST 101	Western Civilization V.I

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	NA		
Barton County	Western Civilization to 1500/Western Civilization 1500-Present	HIST 1408/1410	Hunt, Martin, Rosenwein, and Hsia; The Making of the West: Peoples and Cultures; Bedford/St. Martins Publishing Company; Boston/New York, 2001
Butler County	NA		
Cloud County	NA		
Coffeyville	Western Civilization I/II	45.225/45.235	Patterns in Western Civilization 2nd Ed.
Colby	Western Civ. To 1660/since 1660	HI103/HI123	The West. Exper. Vol. I: To the 18th Cent, 8th/7th ed.
Cowley	History of Western Civilization I/II	HIS 6415/6416	
Dodge City	Readings in History (only level 1)	HIST 210	
ESU			
FHSU	NA		
Ft. Scott	NA		
Garden City	NA		
Highland	NA		
Hutchinson	NA		
Independence	NA		
JCCC	World History I/World History II	HIST 151/152	History of World Societies and Makers of World Hist.
KCKCC	Readings in Western Civ. I/II	HIST 117/118	Western Civ. I Readings: Origin of the Species, by Darwin, 1958; Brave New World, by Huxley, 1946; Malcolm X Speaks, by Malcolm X, 1965; Communist Manifesto, by Marx, 1948; Beyond Good & Evil, by Nietzsche, 1997 Western Civ II Readings: Selected Readings, Vol. II, by Ryan and Young, 1998; Malcolm X Speaks, by Malcolm X, 1965; The Origin of the Species, by Darwin, 1958; Brave New World, by Huxley, 1946; The Communist Manifesto, by Marx, 1948; Beyond Good & Evil, by Nietzsche, 1997; Frankenstein, by Shelley, 1994; Candide, by Voltaire, 1991; Night, by Wiesel, 1960; A Vindication of the Rights of Women, by Wollstonecraft, 1996; A Room of One's Own, by Woolf, 1957
KSU	Rise of Europe/The Modern Era	HIST 101/HIST 102	HIST 101: M. Perry, Western Civilization: A Brief History, Vol. 1: To 1789. HIST 102: L. Hunt, et al., The Challenge of the West, Vol. II: Since 1560. Note: Other readers & supplementary material are used along with a textbook.
KU	NA		

Labette	NA		
Neosho	NA		
PSU	History Elective	HIST XXX	NA
Pratt	Survey of Civilization I/II	HST1131/132	Western Civilization Vol 2 4th ed. Perry
Seward	Survey of Western Civ. I/II	HS 1503/1513	
Washburn			
WSU	Western Civilization since 1648	HIST 102	Social Dimension of West Civ. V.2

MATH

TED KALTHOFF, CLOUD COUNTY, FACILITATOR
JACK PORTER, UNIVERSITY OF KANSAS, FACILITATOR (2004)

INTRODUCTION

The Math Core Competencies Group has met several times and has had very productive meetings. At the Fall 2002 meeting we had all seven of the four-year state universities participating and fifteen of the nineteen community colleges participating. During the time that the group has met all four-year and two-year schools have attended and participated. When schools have been unable to attend they have forwarded materials about the course the group would be dealing with.

Ted Kalthoff, Vice President for Academic Affairs, Cloud County Community College, has opened each of these meetings; however, the discussion on course names and competencies has been led by one of the math faculty. The two leaders of the group have been Jack Porter, University of Kansas, and Carolyn Neptune, Johnson County Community College.

The group has established core competencies and agreed upon common names in four courses and are working on a fifth course. The four completed courses are:

COLLEGE ALGEBRA
INTERMEDIATEA ALGEBRA
ELEMENTARY ALGEBRA
TRIGONOMETRY

The group has agreed upon these names and has requested that the Chief Academic Officers endorse these common names and competencies. They also have requested that the Chief Academic Officers assist in working towards the adoption of these names and the use of these competencies on their campuses.

The fifth course that the group is working on is General/Business Calculus. This has been a more difficult course to work on because of the variation from campus to campus. Also the four-year schools have expressed the problems they have in trying to meet the needs of their various colleges through this course. This was the topic of conversation at the Fall 2002 meeting and will be addressed again at the Fall 2003 meeting. The group also plans to start working on the Statistics course when they conclude their work on General/Business Calculus.

The entire group has been very supportive of these meetings and hopes they are continued and supported. They have provided the opportunity to establish seamless education when students transfer from one institution to another and have provided the math faculty an opportunity to discuss issues related to these courses and transfer of math courses in general.

At the Fall, 2004, meeting, the group undertook considerable discussion about the nature of the College Algebra course, and who the target audiences are. The group talked about the difference between College Algebra and Pre-Calculus courses, and the different populations served by these courses. National trends in College Algebra were also briefly discussed. Discussion about transferability and seamless transitions also took place. The group made small changes to the College Algebra competencies, specifically to include material on matrices. In approving these competencies and those for trigonometry, the mathematics group emphasized that the competencies listed are minimum competencies, and that these courses may have additional competencies which vary by institution.

ELEMENTARY ALGEBRA
COURSE OUTCOMES AND COMPETENCIES

It is assumed students entering an Elementary Algebra course will have the outcomes and competencies from prerequisite courses. Students will be expected to use appropriate technology as one tool to achieve competency in Elementary Algebra.

I. ARITHMETIC AND ALGEBRAIC MANIPULATION
- a. Evaluate arithmetic expressions (including absolute values) using the order of operations and properties of real numbers
- b. Evaluate algebraic expressions
- c. Apply the laws of exponents to simplify expressions containing integer exponents
- d. Express numbers in scientific notation
- e. Perform addition, subtraction, multiplication and division on polynomial expression
- f. Factor expressions with common factors, expression that require grouping, trinomial expressions, and difference of square expressions
- g. Perform addition, subtractions, multiplication, and division on rational expressions
- h. Evaluate radicals, approximating those that are irrational
- i. Simplify numeric radicals using the product and quotient rules

II. Equations and Inequalities
- a. Solve linear equations in one variable
- b. Solve proportion equations
- c. Solve linear inequalities in one variable showing solutions on a number line
- d. Solve literal equations that do not require factoring
- e. Solve quadratic equations by factoring
- f. Develop and solve mathematical models including number, geometry, and percent applications

III. Graphs on a Coordinate Plane
- a. Plot points on a coordinate plane
- b. Graph linear equations, by plotting points
- c. Graph linear equations using intercepts
- d. Graph linear equations using the y-intercept and slope

IV. Analysis of Equations and Graphs
- a. Identify the x-intercept, y-intercept, and slope of the line given its graph
- b. Identify the x-intercept, y-intercept, and slope of the line given its equation
- c. Determine the equation of a line given its graph, its slope and y-intercept, and its slope and a point
- d. Determine equations of both horizontal and vertical lines
- e. Determine whether or not an equation is linear
- f. Calculate the slope of a line passing through two given points

INTERMEDIATE ALGEBRA
COURSE OUTCOMES AND COMPETENCIES

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

I. Arithmetic and Algebraic Manipulation
   a. Factor quadratic, quadratic forms, special forms and grouping
   b. Perform addition, subtraction, multiplication, and division on rational expressions
   c. Simplify complex fractions
   d. Apply the laws of exponents to simplify expressions containing rational exponents
   e. Apply the laws of radicals to perform, addition, subtraction, and multiplication
   f. Rationalize denominators containing radicals
   g. Simplify radicals containing negative radicands
   h. Perform operations with complex numbers
   i. Evaluate functions using function notation

II. Equations and Inequalities
   a. Solve linear inequalities in one variable showing solution on a number line and in interval notation
   b. Solve literal equations including those that require factoring
   c. Solve systems of linear equations in two variables
   d. Solve equations by factoring and quadratic formula
   e. Solve equations containing rational expressions
   f. Solve equations containing radicals
   g. Solve linear absolute value equations and inequalities in one variable
   h. Develop and solve mathematical models including variation, mixture, motion, work and geometrical applications

III. Graphs on a Coordinate Plane
   a. Graph linear inequalities
   b. Graph quadratic functions

IV. Analysis of Equations and Graphs
   a. Determine an equation of a line given two points, perpendicular to a given line, through a specific point, parallel to a given line through a specific point
   b. Calculate the distance between two points
   c. Distinguish between functions and non-functions using the vertical line test
   d. Identify the domain and range of a function given its graph

COLLEGE ALGEBRA
COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

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

I. Analysis and Graphing of Functions and Non-functions
- a. Use function notation.
- b. Recognize equations of functions and non-functions
- c. Use concepts of symmetry, intercepts, left-to-right behavior, asymptotes, and transformations to sketch graphs of functions (constant, linear, quadratic, absolute value, square root, cubic, polynomial, rational, exponential and logarithmic) or non-functions (circles), given their description.
- d. Determine the domain and range of a function.
- e. Write the equation of a function or non-function listed in I (c), given its description.
- f. Use graphs of functions for analysis.
- g. Find combinations and composites of functions.
- h. Find inverses of functions

II. Solution of Equations and Inequalities
- a. Solve the equations listed in I (c)
- b. Solve the following types of inequalities:
    1. linear
    2. polynomial
    3. rational
    4. absolute value
- c. Solve systems of inequalities by graphing
- d. Apply equations from I (c). Examples include, but are not limited to, growth and decay, depreciation, and trajectories.
- e. Examine and analyze data, make predictions/interpretations, and do elementary modeling.
- f. Solve systems of equations using various methods, including matrices.

TRIGONOMETRY
COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

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

1. Understand the basic definitions of trigonometric functions using both a right triangle and the unit circle.
2. Solve right triangles, and know trigonometric function values for special angles.
3. Understand radian definition and measurement, and understand circular functions as real-valued functions.
4. Analyze the graphs of the six basic trigonometric functions and their arithmetic combinations using the concepts of period, phase shift, amplitude, and displacement.
5. Derive/verify trigonometric identities, including but not limited to double angle, half angle, angle sum and angle difference identities.
6. Define, graph, and analyze inverse trigonometric functions.
7. Solve equations involving trigonometric functions.
8. Find solutions of oblique triangles using the Law of Cosines or Law of Sines.
9. Solve applications, including but not limited to vectors.

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Beginning Algebra	MAT 015	Beginning Algebra, Lial, Hornsby, 8th edition
Barton County	Intermediate Algebra	MATH 1824	Interactive Mathematics, Intermediate Algebra. Academic Systems Corporation, 1997-2000.
Butler County	Fundamentals of Algebra	MA 060	Gustafson, R. David, and Frisk, Peter D. (2002). Beginning & Intermediate Algebra, (3rd ed.)
Cloud County	Elementary Algebra	MA 099	
Coffeyville	Introductory Algebra	32.005.	Beginning Algebra 8th Ed.
Colby	Beginning Algebra	MA076	Beg. & Interim Alg.: An Integrated Appr. 3rd ed.
Cowley	Beginning Algebra	MTH 4405	
Dodge City	Elementary Algebra	MATH 090	
ESU			
FHSU	NA		
Ft. Scott	Elementary Algebra	MAT0953	Algebra: Combined Approach 2nd ed.
Garden City	Beginning Algebra	MATH 006	
Highland	Beginning Algebra	MAT 100	Beginning Algebra 5th ed. Tobey et.al.
Hutchinson	Basic Algebra	MA 099	
Independence	Fundamentals of Math	DEV 0324	Basic College Math, Aufmann
JCCC	Introduction to Algebra	MATH 115	Introductory Algebra for College Students (Blitzer)
KCKCC	Elementary College Algebra	MATH 099	Dugopolski, Elementary and Intermediate Algebra with CD, McGraw Hill, 2002
KSU	K-State does not offer such a course.		
KU	NA		
Labette	Beginning Algebra	MA 1717	
Neosho	Elementary Algebra	MATH 011	Elementary Alg. & Intermediate Alg.
PSU	General Elective	GEN XXX	NA
Pratt	Beginning Algebra	MTH076	Beginning Algebra 5th ed. Aufmann
Seward	Beginning Algebra	MA 0043	
Washburn	Basic Algebra	MA 103	
WSU	no credit		

Intermediate Algebra

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Intermediate Algebra	MAT 020	Intermediate Algebra, Lial, Miller, and Hornsby
Barton County	Intermediate & College Algebra	MATH 1826	
Butler County	Intermediate Algebra	MA 125	Gustafson, R. David, and Frisk, Peter D. (2002). Beginning & Intermediate Algebra, (3rd ed.)
Cloud County	Intermediate Algebra	MA 110	
Coffeyville	Intermediate Algebra	27.102.	Intermediate Algebra 8th Ed.
Colby	Intermediate Algebra	MA177	Acad. Syst.-Comp. CD's & Pers. Acad. Ntebook(PAN)
Cowley	Intermediate Algebra	MTH 4410	
Dodge City	Intermediate Algebra	MATH 091	
ESU			
FHSU	Intermediate Algebra	MATH 010	Intermediate Algebra by Larson
Ft. Scott	Intermediate Algebra	MAT1073	Algebra: Combined Approach 2nd ed.
Garden City	Intermediate Algebra	MATH 107	
Highland	Intermediate Algebra	MAT 103	Intermediate Algebra. 4th Ed. Tobey et.al.
Hutchinson	Intermediate Algebra	MA 105	Intermediate Algebra, 5th, 3rd Ed, Larson/Hostetler, Houghton, Mifflin
Independence	Intermediate Algebra	DEV 0334	Introductory Algebra, Aufmann
JCCC	Intermediate Algebra	MATH 116	Intermediate Algebra (McKeague)
KCKCC	Intermediate College Algebra	MATH 104	Dugopolski, Elementary and Intermediate Algebra with CD, McGraw Hill, 2002
KSU	Intermediate Algebra	MATH 010	Steps in Math Modules, Modules 1-5, Varney's Bookstore, ISBN 0-8403-0140-2. College Algebra Primer, Hawkinson, Kendall Hunt, 1st ed. ISBN: 0-8403-6014-2. Intermediate Algebra Manual, Hawkinson & O'Neill, Varney's Bookstore.
KU	Intermediate Mathematics	MATH 002	
Labette	Intermediate Algebra	MA 1718	
Neosho	Intermediate Algebra	MATH 112	
PSU	Intermediate Algebra	MATH 019	Intermediate Algebra, 6th ed., Bittinger
Pratt	Intermediate Algebra	MTH1130	Intermediate Algebra 5th Ed. Aufmann
Seward	Intermediate Algebra	MA 1103	
Washburn	Intermediate Algebra	MA 104	
WSU	no credit		

College Algebra

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	College Algebra	MAT 105	College Algebra, 8th Edition, Lial, Hornsby, and Schneider
Barton County	College Algebra	MATH 1828	Larson, Hostetler. College Algebra, 5th Edition. Houghton Mifflin Company, 2001.
Butler County	College Algebra	MA 135	Dwyer, D., Gruenwald, M. (2000). College Algebra: A contemporary Approach, 2nd ed.
Cloud County	College Algebra	MA 111	
Coffeyville	College Algebra	27.105.	College Algebra 8th Ed.
Colby	College Algebra	MA178	Acad. Syst.-Comp. CD's & Pers. Acad. Ntebook(PAN)
Cowley	College Algebra	MTH 4420	
Dodge City	College Algebra	MATH 106	
ESU			
FHSU	College Algebra	MATH 110	College Algebra with Graphic Approach by Barnett
Ft. Scott	College Algebra	MAT1083	College Algebra 6th ed.
Garden City	College Algebra	MATH 108	
Highland	College Algebra	MAT 104	College Algebra. 7th ed. Barnett et.al.
Hutchinson	College Algebra	MA 106	College Algebra, 5th ed, Larson/Hostetler, Houghton Mifflin
Independence	College Algebra	MAT 1023	Algebra for College Students, Kaufmann
JCCC	College Algebra	MATH 171	College Algebra (Larson/Hostetler)
KCKCC	College Algebra	MATH 105	Bittinger, Beecher, Ellenbogen, & Penna, College Algebra, Addision Wesley, 2nd Ed., 2001 – TI-83 required
KSU	College Algebra	MATH 100	College Algebra, Larson & Hostetler, Houghton Mifflin, 5th ed., ISBN: 0-618-18522-4.
KU	Algebra	Math 101	
Labette	College Algebra	MA 1719	
Neosho	College Algebra	MATH 113	
PSU	College Algebra with Review	MATH 110	Algebra for College Students, 6th ed., Gustafson
Pratt	College Algebra	MTH178	College Algebra by Aufmann 4th ed. 02
Seward	College Algebra	MA 1173	
Washburn	College Algebra	MA 116	
WSU	College Algebra	MATH 111	College Algebra w/Tutorial CD

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Plane Trigonometry	MAT 106	Trigonometry by Lial/Miller
Barton County	Trigonometry	MATH 1830	Lial, Hornsby, and Schneider. Trigonometry, Seventh Edition. Addison-Wesley, 2001.
Butler County	Trigonometry	MA 140	Lial, Hornsby, Schneider (2001). Trigonometry (7th ed.)
Cloud County	Trigonometry	MA 112	
Coffeyville	Trigonometry	27.106.	Trigonometry 6th Ed.
Colby	Plane Trigonometry	MA122	Plane Trigonometry, 4th Ed.
Cowley	Trigonometry	MTH 4425	
Dodge City	Trigonometry	MATH 110	
ESU			
FHSU	Plane Trigonometry	MATH 122	Trigonometry by Sullivan
Ft. Scott	NA		
Garden City	Plane Trigonometry	MATH 109	
Highland	Plane Trigonometry	MAT 105	Analytic Trigonometry, 7th ed., Barnett
Hutchinson	Plane Trigonometry	MA 107	Trigonometry, 4th ed, McKeague, HBJ/WB Saunders
Independence	Plane Trigonometry	MAT 1093	Trigonometry, Dugopolski
JCCC	Trigonometry	MATH 172	Trigonometry (McKeague)
KCKCC	Trigonometry	MATH 112	Lial, Hornsby, and Schneider. Trigonometry, Addison Wesley, 7th Ed, 2001, TI 83 required
KSU	Trigonometry	MATH 150	Fundamentals of Trigonometry, Swokowski & Cole, Brooks/Cole Publishing, 9th ed., ISBN: 0-534-36128-5.
KU	Trigonometry	MATH 103	
Labette	Trigonometry	MA 1730	
Neosho	Trigonometry	MATH 122	
PSU	Plane Trigonometry	MATH 122	Analytic Trigonometry, 7th ed., Barnett
Pratt	Trigonometry	MTH183	College Trigonometry 4th ed. 02 Aufmann
Seward	Trigonometry	MA 1183	
Washburn	Trigonometry	MA 117	
WSU	College Trigonometry	MATH 123	Trigonometry w/CD

GENERAL PHYSICAL SCIENCE

CONRAD JIMISON, FACILITATOR

INTRODUCTION

The Physical Science Core Competency Group has agreed upon the following goals for students taking Physical Science and for Instructors teaching college level Physical Science:

Student Goals

- Science requirements for AA, BA, etc.
- Science requirement for Education degrees
- Transferability

Instructor Goals for Students

- Appreciation of science
- Science literacy
- Realizing relevancy, "tie-ins" to life
- Critical thinking

With these goals in mind, the Physical Science Core Competency Group has developed a broad set of competencies for the beginning Physical Science Course.

GENERAL PHYSICAL SCIENCE
COURSE OUTCOMES AND COMPETENCIES

I. Scientific method (use the processes of science)

II. Gathering data (including measurement) and analyzing data

III. Graphing – producing, interpreting

IV. Modeling and predicting

V. Units/conversions/math as a tool

VI. Problem solving

VII. Use vocabulary

VIII. Critical review of science writings for the general public

IX. Applications to real life situations

X. Recognizing key concepts and organizing principles

PHYSICAL SCIENCE COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Physical Science & Lab	PSC 151/PSC 152	The Physical Universe, by Konrad B. Kranskopf and Arther Beiser
Barton County	Physical Science	PHSC 1400	Physical Science-5th Ed. Bill W. Tillery. WCB/McGraw-Hill Publishing. 1999.
Butler County	General Physical Science	PS 100	Hewitt, Suchocki, Hewitt (2003). Conceptual Physical Science Media Update (2nd ed.) Optional Study Guide: Hewitt, Suchocki, Hewitt (2003). Conceptual Physical Science Practice Book. Laboratory Manual: The Depart-mental Laboratory Manual is used & is available on CD-ROM
Cloud County	Physical Science	SC 103	
Coffeyville	Physical Science	40.205.	
Colby	Physical Science	PH176	Gen. Chem with Qualitative Analy, 10th ed
Cowley	Physical Science	PHS 4511	
Dodge City	Physical Science & Lab	PHYS 104	
ESU			
FHSU	Physical Science	PHYS 102	Conceptual Physical Science by Paul Hewitt
Ft. Scott	Fund. Of Physical Science (3cr)	PHS 1213	Physical Science '96
	Fund. Of Physical Science (5cr-Lab)	PHS 1215	Physical Science '96
Garden City	General Physical Science	PHSC 105	
Highland	College Physical Science	PS 101	Physical Science 3rd ed. Bill Tillery
Hutchinson	Physical Science	PY 110	Inquiry into Physics, 4th ed, Ostdick/Bord, Thomas Learning/Chem Foundation of Physical Science, 4th ed, Tillery, Wm. C. Brown
Independence	Physical Science	PHS 1005	Conceptual Physical Science, Hewett
JCCC	Physical Science	PSCI 120	Physical Science with updated pamphlet
KCKCC	General Physical Science	NASC 103	Hewitt, Conceptual Physical Science, Addison Wesley, 2nd Ed, 1999
KSU	KSU does not offer such a course.		
KU	NA		
Labette	Physical Science	PS 1911	
Neosho	Physical Science	PHYS 171	Intro to Physical Science
PSU	Physical Science, Lab	PHYS 171, 172	Conceptual Physical Science, 2nd ed., Hewitt
Pratt	Physical Science	PSC 176	Physical Universe 10th ed by Krauskoph
Seward	Physical Science	PS 1114	
Washburn	Physical Science for Elementary Ed	PS 126	
WSU			

PSYCHOLOGY

ALLENE KNEDLIK, ALLEN COUNTY, FACILITATOR

DARCEE DATTERI, WICHITA STATE UNIVERSITY, FACILITATOR (2004)

INTRODUCTION

The psychology statewide outcomes articulation project began its work with the establishment of a general philosophical consensus of the goals of lower division psychology offerings. Discussions centered on the importance of:

1) making critical thinking the framework for all courses incorporating increasingly higher levels of cognitive function;
2) representing psychology as the study of human beings from all facets of life in all cultures of the world;
3) providing opportunities for students to actively participate in the learning environment;
4) fostering learning activities that expose students to a multitude of resources available today in the areas of research, technology, and emerging concepts;
5) acknowledging the diversity of thought and controversy that exists in the field of psychology;

The outcomes that follow represent the minimum outcomes that each of the courses must contain to articulate within the Kansas Board of Regents college and university system. All faculty have the freedom to incorporate additional outcomes that they deem important to the delivery of the particular course they are teaching.

At the September, 2004, meeting, the statewide discussion between instructors from psychology departments included a variety of issues dealing with introductory psychology course outcomes and competencies, consistency between and within two and four year institutions, transferring courses offered at two year institutions, and the issues of concurrent enrollment and the masters-plus-18 suggested by the state. Listed below are the topics discussed.

A) A revision to last year's discussions on the importance of the following:

1) making critical thinking the framework for all courses incorporating increasingly higher levels of cognitive function;
2) representing psychology as the scientific study of behavior and mental processes from all facets of life;
3) providing opportunities for students to actively participate in the learning environment;
4) fostering learning activities that expose students to a multitude of resources available today in the areas of research, technology, and emerging concepts;
5) acknowledging the various perspectives and controversies that exist in the field of psychology;
6) recognizing the relevance of culture

B) A need for consistent articulation from two- to four-year institutions of adopting statewide outcomes. It is suggested that each representative from this year's meeting take the outcomes and competencies and distribute them to the faculty at their respective institutions.

C) Although these competencies exist and have been agreed upon by each school's representatives, some upper division classes do not transfer from two to four year institutions. The discussion included the following:

1) What criteria determine a course level? Each institution has its own way of numbering courses; since the competencies are agreed upon at this meeting (and have been at previous years' meetings), it is suggested that

the schools take into consideration the information covered in the course by the state outcomes and competencies, rather than the course number.

2) Does the name of a course determine how it transfers? Perhaps certain institutions could change the name of a course (e.g., changing "Human Growth and Development" to "Developmental Psychology"), thus aiding in the transfer of that course to another institution.

D) Issues concerning what courses are offered at two- and four-year institutions were discussed. For example, is, there a logical sequence of courses students should take at two year institutions? Should two-year institutions only offer certain courses which will be guaranteed to transfer as psychology courses to four-year institutions, or should a variety of courses be offered which may only transfer as general elective hours?

E) There seem to be some discrepancies determining which classes get transferred between institutions. Since the Board of Regents does not have guidelines or requirements on transferability or course content, suggestions included informing the advising centers and registrar's offices at each institution to make them aware of these core outcomes and competencies, to ease the transition and transfer from institution to institution.

GENERAL PSYCHOLOGY
COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

I. Access information on principles and principal proponents of psychological theories using accepted methods of scientific inquiry

II. Demonstrate an understanding of the biological basis of behavior including physiology of the brain and nervous system and the accompanying sensory systems and perceptual processes

III. Explain learning theories and cognitive processes

IV. Describe theories and applications of motivation and emotion

V. Demonstrate an understanding of human life span development and discriminate among its major domains

VI. Identify and describe the major theories of personality, detailing the major disorders, their treatments and/or therapy

VII. Specify how the individual, a group, and the environment influence social interaction

EARLY CHILDHOOD GROWTH AND DEVELOPMENT OUTCOMES

I. Explain foundational concepts and terminology appropriate to development of a child

II. Differentiate developmental theories and research methods

III. Describe the social and emotional development of a child

IV. Summarize cognitive development of a child

V. Examine the physical development of a child

VI. Identify special areas of development and their potential impact on early childhood growth and development

HUMAN LIFE SPAN GROWTH AND DEVELOPMENT OUTCOMES (DEVELOPMENTAL PSYCHOLOGY) (HUMAN GROWTH AND DEVELOPMENT)

I. Explain foundational concepts and terminology appropriate to developmental life span

II. Differentiate developmental theories and research methods

III. Describe the social and emotional development throughout the life span

IV. Summarize cognitive development throughout the life span

V. Examine the physical development throughout life span

VI. Analyze the processes of death and dying

ABNORMAL PSYCHOLOGY

I. Develop an understanding of the historical, cultural, and current perspectives between normal and abnormal behavior

II. Dispel some of the common myths associated with mental illness

III. Describe the basic methods of research and design as they apply to abnormal psychology

IV. Explain assessment, diagnosis and classification of mental disorders

V. Compare/contrast theoretical models of abnormal behavior

VI. Describe etiology, symptomatology, and treatment for the following disorders
   a. anxiety
   b. dissociative
   c. mood
   d. eating
   e. schizophrenia
   f. personality
   g. organic/cognitive
   h. substance abuse
   i. sexual/gender identify
   j. developmental
   k. sleep
   l. somatoform

VII. Evaluate the legal and ethical issues associated with abnormal behavior

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	General Psychology	PSY 101	Kassin, S. Psychology. 3rd Edition
Barton County	General Psychology	PSYC 1000	Davis, S.F. & Palladino, J.J. (2000). Psychology. Prentice Hall: New Jersey, Third Edition.
Butler County	General Psychology	BS 160	Morris, Chas. G. & Maisto, Albert A. Psychology, An introduction, 11th ed.
Cloud County	General Psychology	SS 101	
Coffeyville	General Psychology	42.101.	Intro to Psych 8th Ed.
Colby	General Psychology	PS176	Essentials of Psych: Exploration & Apprec., 8th ed.
Cowley	General Psychology	PSY 6711	
Dodge City	General Psychology	PSY 101	
ESU			
FHSU	General Psychology	PSY 100	
Ft. Scott	General Psychology	PSY1013	Psychology 2nd ed.
Garden City	General Psychology	PSYC 101	
Highland	General Psychology	PSY 101	Introduction to Psychology. 6th ed. Rod Plotnik
Hutchinson	General Psychology	PS 100	
Independence	General Psychology	BEH 1003	Essentials of Understanding Psy. 5th ed Feldman
JCCC	Introduction to Psychology	PSYC 130	Individual Adoptions
KCKCC	Psychology	PSYC 101	Regular Classes: Discovering Psychology by Hockenbury, 2nd Ed.; Online classes: Discovering Psychology by Hockenbury (Text only), 2nd Ed.; PACE: Psychology with Telecourse Study Guide, by Hockenbury, 2nd Ed.
KSU	General Psychology	PSYCH 110	Adoption is by individual instructor. Example text is Psychology (6th ed.) by David G. Myers, Worth Publishers, 2001.
KU	General Psychology	PSYC 104	
Labette	General Psychology	PY 2010	
Neosho	General Psychology	PSYC 155	Psychology by Kassin
PSU	General Psychology	PSYCH 155	Psychology, 3rd ed., Kassin
Pratt	General Psychology	PSY 176	Essentials of Understanding Psy. 4th ed Feldman
Seward	General Psychology	BH 1303	
Washburn	Basic Concepts in Psychology	PY 100	
WSU	General Psychology	PSY 111	Understanding Psychology

Early Childhood Growth and Development

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Early Childhood Growth & Development	CCG 101	
Barton County	NA		
Butler County	NA		
Cloud County	Early Childhood Development	HE 150	
Coffeyville	Early Childhood Development	20.117.	Childhood Development 8th Ed.
Colby	Child Development	PS120	Child Development
Cowley	Early Childhood Development	CHC 5713	
Dodge City	Child Growth and Development (to age 5)	ECE 105	
ESU			
FHSU	Child & Developmental Psychology	PSY 400	
Ft. Scott	NA	NA	NA
Garden City	Child Development I/II	ECHD 101/102	
Highland	Fundamentals of Early Childhood	ECH 100	Working with Young Children. Tinley Park
Hutchinson			
Independence	Child Development	CHD 1003	A Child's World
JCCC	Child Development	PSYC 215	Individual Adoptions
KCKCC	Child Development	PSYC 202	Regular Classes: A Child's Odyssey by Kaplan, 3rd Ed.; PACE: Child Development by Sroufe, 3rd Ed., and A Time to Grow Telecourse Study Guide by Intelecom, 2nd Ed.
KSU	Childhood and Adolescence	PSYCH 280	Child Development by Berk, 6th ed., Pearson Publishers.
KU	Introduction to Child Behavior & Development	ABSC 160	
Labette	Child Development	HE 5275	
Neosho	Child Development	PSYC 219	of Children
PSU	Psychology Elective	PSYCH XXX	NA
Pratt			
Seward			
Washburn	Psych of Infancy or Childhood	PY 210	
WSU	Child Psychology	PSYCH 414	Dev. Person Child.-Adoles. w/2 tapes

Human Life Span Growth and Development

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Developmental Psychology	PSY 263	Rice, F.P. Human Development: A Life Span Approach. 4th edition
Barton County	Human Growth and Development	PSYC 1014	Text: Sigelman, C.K. (1999). Life-Span Human Development (3rd Edition). Brooks/Cole Publishers: Belmont, CA.
Butler County	Human Growth and Development	BS 260	Berger (2000), The Developing Person Through the Life Span, (5th ed.) Study Guide (Optional): Straub, (1998) Seasons of Life Study Guide (5th ed.) Audios & Videos: Seasons of Life, (5) 1-hour videos and (26) 30-minute audio tapes
Cloud County	Human Growth and Development	SS 105	
Coffeyville	Developmental Psychology	42.102.	Theories of Development 3rd Ed.
Colby	Developmental Psychology	PS276	Life Span Development, 8th ed.
Cowley	Developmental Psychology	PSY 6712	
Dodge City	Human Growth and Development	PSY 102	
ESU			
FHSU	NA		
Ft. Scott	Dev. Psychology	PSY1023	Human Development 7th ed
Garden City	Human Growth and Development	EDUC 110	
Highland	Human Growth and Development	PSY 205	Life Span Development 7th ed. Santrock et.al.
Hutchinson	Human Growth and Development	PS 102	
Independence	Developmental Psychology	BEH 2003	Human Development 3rd ed.
JCCC	Human Development	PSYC 218	Individual Adoptions
KCKCC	Human Development	PSYC 203	Regular Classes: Lifespan Development with Study Guide by Bee, 3rd Ed. (Also used for online classes)
KSU			
KU	NA		
Labette	Developmental Psychology	PY 2090	
Neosho	Developmental Psychology	PSYC 263	Human Development by Zanden
PSU	Developmental Psychology	PSYCH 263	Human Development, 8th ed., Papalia
Pratt	Human Growth and Development	PSY 132	Hum Develop. - 7th ed by Vanderzanden
Seward	Human Growth and Development	BH 2303	
Washburn	Psychological Development Through the Life Span	PY 209	
WSU	Developmental Psychology	PSYCH 334	

SOCIOLOGY

CLAYTON TATRO, GARDEN CITY, FACILITATOR
TWYLA HILL, WICHITA STATE UNIVERSITY, FACILITATOR (2004)

INTRODUCTION

Meetings to discuss core outcomes in Sociology courses began in May 2000. To date, core outcomes have been identified for *Introduction to Sociology*, *Social Problems,* and *Marriage and Family*. Along with core outcomes, common course names have been identified and adopted as well for these courses. These three courses are foundational courses in the Sociology discipline and are all taught at most of the community colleges and universities.

Preliminary discussion has taken place involving a common course name and outcomes for *Cultural Anthropology*. More variation exists in the way this course is taught across the state, and several community colleges do not offer an Anthropology course.

Discussions have begun regarding a state-wide Sociology conference or symposium to continue the dialogue and camaraderie generated through this faculty networking.

Cooperation and collaboration in this project has been phenomenal, both from the university sector and the community college sector. Faculty have expressed their interest in and appreciation for these meetings, as evidenced by the common outcomes produced and their desire to continue meeting as a group.

The group met again in September, 2004, to review the competencies outlined for the introductory course. Minor modifications were made. Recommendations for minimum requirements for instructors who teach introductory level undergraduate courses in sociology (Masters degree in Sociology OR Masters degree with 18 graduate credit hours in Sociology) were made. There was also discussion of research methods and theories.

INTRODUCTION TO SOCIOLOGY
COURSE OUTCOMES AND COMPETENCIES

Revised/updated 9/17/04

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

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

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

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

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

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

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

SOCIAL PROBLEMS
COURSE OUTCOMES AND COMPETENCIES

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

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

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

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

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

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

MARRIAGE AND FAMILY
MINIMUM COURSE OUTCOMES AND COMPETENCIES

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

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

I. Foundations of Marriage and Family
   a. Define the concepts of Marriage and Family and Singlehood
   b. Compare and contrast families of the past with contemporary families
   c. Integrate race, ethnicity, social class, and cross cultural perspectives in an analysis of contemporary family issues
   d. Distinguish between sex and gender roles
   e. Compare and contrast theoretical perspectives regarding foundations of the family
   f. Identify and describe research methods and ethical issues

II Intimate Relationships
   a. Assess the concept of love as a social construction
   b. Appraise the range of emotion in intimate relationships
   c. Compare and contrast the mate selection process from a historical and cross-cultural perspectives
   d. Compare and contrast sexual identities and behaviors
   e. Describe the effect of children on intimate relationships

III. Family Life
   a. Examine the marriage experience
   b. Describe the stages of the family life cycle
   c. Examine sexuality in the context of family life
   d. Identify family planning options
   e. Explain how work affects family and how family life affects work

IV. Challenges in Marriages and Families
   a. Examine the process of child rearing
   b. Assess the influences of social structure on families
   c. Identify the causes and effects of violence and abuse in families
   d. Identify the causes and effects of substance abuse in families
   e. Examine changing family composition
   f. Discuss distribution of power in families
   g. Appraise ways of resolving conflicts

SOCIOLOGY COURSE NAMES AND NUMBERS – Introduction to Sociology

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Sociology	SOC 102	Kornblum, W., Sociology in a Changing World
Barton County	Introduction to Sociology	SOCI 1100	Stockard, Jean. Sociology, Discovering Society Second Edition. Belmont, CA: Thompson/Wadsworth Learning, 2000.
Butler County	Sociology	BS 105	Henslin, James M. (2003), Sociology: A Down-to-Earth Approach (6th ed)
Cloud County	Introduction to Sociology	SS 130	
Coffeyville	Introduction to Sociology	45.101.	Essentials of Sociology 4th Ed.
Colby	Introduction to Sociology	SO176	Sociology in Our Times, 3rd ed.
Cowley	Principles of Sociology	SOC 6611	
Dodge City	Principles of Sociology I	SOC 101	
ESU			
FHSU	Introduction to Sociology	SOC 140	
Ft. Scott	Sociology	SOC1013	Sociology the Core 6th ed
Garden City	Introduction to Sociology	SOCI 102	
Highland	General Sociology	SOC 101	Sociology. John Macionis. 9th. Ed.
Hutchinson	Fundamentals of Sociology	SO 100	
Independence	Elements of Sociology	SOC 1003	Society: The Basics 6th ed.
JCCC	Introduction to Sociology	SOC 122	Individual Adoptions
KCKCC	Sociology	SOSC 107	Regular Classes: Sociology by Macionis (brief edition), 2nd Ed. (also used for online classes); PACE: Sociology in a Changing world by Kornblum, 6th Ed. And telecourse study guide by Currier, 3rd ed.
KSU	Introduction to Sociology	SOCIO 211	Individual Adoptions
KU	Elements of Sociology	SOC 104	
Labette	Sociology	SO 2280	
Neosho	Introduction to Sociology	SOSC 100	Sociology by Schaffer
PSU	Introduction to Sociology	SOSCI 100	Intersections/Readings in Sociology, Wilson; Sociology: Relationships That Make a World, 2nd ed., Donovan; Sociological Outlook, 7th ed., Luhman; Practical Skeptic: Core Concepts in Sociology, 2nd ed., McIntyre; Practical Skeptic: Readings in Sociology, 2nd ed., McIntyre
Pratt	Introduction to Sociology	SOC 176	In Conflict and Order-9th ed by Eitzen
Seward	Principles of Sociology	BH 1403	
Washburn	Introduction to Sociology	SO 100	
WSU	Introduction to Sociology	SOC 111	Sociology in Our Times: Essentials

Social Problems

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Contemporary Social Problems	SOC 205	Sullivan, T. J., Introduction to Social Problems
Barton County	Contemporary Social Problems	SOCI 1104	Sullivan, Thomas J. Introduction to Social Problems. Allyn & Bacon, 2000.
Butler County	NA		
Cloud County	NA		
Coffeyville	American Social Problems	45.201.	
Colby	Social Problems	SO 125	no text used
Cowley	Social Problems	SOC 6816	
Dodge City	Social Problems	SOC 201	
ESU			
FHSU	Modern Social Problems	SOC 384	
Ft. Scott	Social Problems	SOC 1023	Social Problems
Garden City	Social Problems	SOCI 204	
Highland	Social Problems	SOC 210	Not Selected
Hutchinson	Social Problems	SO 201	
Independence	Social Problems	SOC 2023	Social Problems- Eitzen
JCCC	Social Problems	SOC 125	Individual Adoptions
KCKCC	Social Problems	SOSC 209	Regular classes: Social Problems by Macionis, 2002 Ed. (also used for online classes); PACE: Race, Class and Gender by Andersen, 3rd Ed. And Dealing with Diversity Telecourse Study Guide by Govern. State, 2nd Ed.
KSU	Social Problems	SOCIO 360	Individual Adoptions
KU	Social Problems & American Values	SOC 160	
Labette	Social Problems	SO2283	
Neosho	Social Problems	SOSC 220	Understanding Social Problems
PSU	Social Problems	SOSCI 220	Social Problems of Modern World, Moulder
Pratt	Social Problems	SOC 233	Social Problems and Quality of Life 7th ed by Laver
Seward			
Washburn	American Social Problems	SO 101	
WSU	Contemporary Social Problems	SOC 320	Social Problems/Text

SPEECH

LEANN ELLIS, BUTLER COUNTY, FACILITATOR

INTRODUCTION

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

The following student outcomes represent some of the expectations for students taking a basic communication course and/or participating in the general education requirements of a school. Basic course or general education students need speaking and listening skills that will help them succeed in future courses and on the job. They need to be able to construct and deliver messages and listen with literal and critical comprehension. The basic course can provide knowledge of effective communication techniques, an arena for developing and practicing skills, and positive feelings about communicating in the future. Instructors and administrators could use some or all of the expected student outcomes to implement the design of a basic communication course. Academic institutions could use some or all of the outcomes to describe campus expectations for students in regard to the general education curriculum (Rosenbaum, 1994).

Note: The content of this table was originally published by NCA in 1990 as Communication Is Life: Essential College Sophomore Speaking and Listening Competencies. Some definitions have been updated from the original publication and editing changes have been made to achieve more consistency among the tables contained in this document.

FOR SPEAKING AND LISTENING: BASIC COMMUNICATION COURSE AND GENERAL EDUCATION COURSE OUTCOMES AND COMPETENCIES

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

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

I. Determine the Purpose of Oral Discourse
   a. Identify the various purposes for discourse
   b. Identify the similarities and differences among various purposes
   c. Understand that different contexts require differing purposes
   c. Generate a specific purpose relevant to the context when given a general purpose

II. Choose a Topic and Restrict It According to the Purpose and the Audience
   a. Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests
   b. Narrow the topic adapting it to the purpose and time constraints for communicating
   c. Adapt the treatment of the topic to the context for communication

III. Fulfill the Purpose of Oral Discourse By:
   a. Formulating a thesis statement
      1. Use a thesis as a planning tool
      2. Summarize the central message in a manner consistent with the purpose
   b. Providing adequate support material
      1. Demonstrate awareness of available types of support
      2. Locate appropriate support materials
      3. Select appropriate support based on the topic, audience, setting, and purpose
   c. Selecting a suitable organizational pattern
      1. Demonstrate awareness of alternative organizational patterns
      2. Demonstrate understanding of the functions of organizational pattern including:
         - clarification of information
         - facilitation of listener comprehension
         - attitude change
         - relational interaction
         - select organizational patterns that are appropriate to the topic, audience, context, and purpose
   d. Demonstrating careful choice of words
      1. Demonstrate understanding of the power of language
      2. Select words that are appropriate to the topic, audience, purpose, context, and speaker
      3. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility

4. Select words that avoid sexism, racism, and other forms of prejudice

e. Providing effective transitions
   1. Demonstrate understanding of the types and functions of transitions
   2. Use transitions to:
      - establish connectedness
      - signal movement from one idea to another
      - clarify relationships among ideas

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

IV. Employ Vocal Variety in Rate, Pitch, and Intensity
   a. Use vocal variety to heighten and maintain interest
   b. Use a rate that is suitable to the message, occasion, and receiver
   c. Use pitch (within the speaker's optimum range) to clarify and to emphasize
   d. Use intensity appropriate for the message and audible to the audience

V. Articulate Clearly
   a. Demonstrate knowledge of the sounds of the American English language
   b. Use the sounds of the American English language

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

VII. Demonstrate Non-Verbal Behavior that Supports the Verbal Message
   a. Use appropriate paralanguage (extra verbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent
   b. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent
   c. Use appropriate proxemic elements (interpersonal distance and spatial arrangement) that achieve congruence and enhance the verbal intent
   d. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent

VIII. The **Competent Speaker** must also be able to transmit messages using interpersonal skills suitable to the context and the audience. Specifically, the competent speaker should exhibit interpersonal competence by demonstrating the following abilities.

   a. Demonstrate appropriate interpersonal skills for various contexts
   b. Display self-awareness as a communicator

c. Select from a repertoire of interpersonal skills those strategies that enhance relationships
d. Use a conversational mode through self-presentation and response to feedback

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

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

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

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

XI. Recognize Explicit Relationships Among Ideas
   a. Demonstrate an understanding of the types of organizational or logical relationships
   b. Identify transitions that suggest relationships
   c. Determine whether the asserted relationship exists

XII. Recall Basic Ideas and Details
   a. Determine the goal for listening
   b. State the basic cognitive and affective contents, after listening

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

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

XIV. Perceive the Speaker's Purpose and Organization of Ideas and Information
   a. Identify the speaker's purpose
   b. Identify the organization of the speaker's ideas and information

XV. Discriminate Between Statements of Fact and Statements of Opinion

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

XVI. Distinguish Between Emotional and Logical Arguments
   a. Demonstrate an understanding that arguments have both emotional and logical dimensions
   b. Identify the logical characteristics of an argument
   c. Identify the emotional characteristics of an argument
   d. Identify whether the argument is predominantly emotional or logical

XVII. Detect Bias and Prejudice
   a. Identify instances of bias and prejudice in a spoken message
   b. Specify how bias and prejudice may affect the impact of a spoken message

XVIII. Recognize the Speaker's Attitude
   a. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages
   b. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages

XVIX. Synthesize and Evaluate by Drawing Logical Inferences and Conclusions
   a. Draw relationships between prior knowledge and the information provided by the speaker
   b. Demonstrate an understanding of the nature of inference
   c. Identify the types of verbal and nonverbal information
   d. Draw valid inferences from the information
   e. Identify the information as evidence to support views
   f. Assess the acceptability of evidence
   g. Identify patterns of reasoning and judge the validity of arguments
   h. Analyze the information and inferences in order to draw conclusions

XVX. Recall the Implications and Arguments
   a. Identify the arguments used to justify the speaker's position
   b. State both the overt and implied arguments
   c. Specify the implications of these arguments for the speaker, audience, and society at large

XVIX. Recognize Discrepancies Between the Speaker's Verbal and Non-Verbal Messages
   a. Identify when the nonverbal signals contradict the verbal message
   b. Identify when the nonverbal signals understate or exaggerate the verbal message
   c. Identify when the nonverbal message is irrelevant to the verbal message

XVX. Employ Active Listening Techniques When Appropriate
   a. Identify the cognitive and affective dimensions of a message
   b. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent
   c. Demonstrate comprehension by paraphrasing the speaker's message

SPEECH COURSE NAMES AND NUMBERS

Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Public Speaking	SPD101	The Art of Public Speaking - Lucas
Barton County	Public Speaking	COMM1202	Public Speaking - Osborn & Osborn
	(no hybrid course)		
Butler County	Public Speaking	SP100	The Challenge of Effective Speaking – Verdeber
	(no hybrid course)		
Cloud County	Speech	CM 115	Public Speaking: An Audience-Centered Approach
Coffeyville	Fund of Speech	23.1113	Principles of Speech Communication - Gronbeck, et.al.
Colby	IPC	SP106	Messages
	Fund of Oral Comm	SP101	Essentials of Human Communication - DeVito
	Speech I (hybrid course)	SP176	
Cowley	Speech	SPH2711	Public Speaking - Osborn & Osborn
Dodge City	Public Speaking	Speech106	Public Speaking - O'Hair & Stewart
ESU	Public Speaking	SP101	Public Speaking - Osborn & Osborn
FHSU	Fund of Oral Comm	COMM 100	Morreale, Spitzberg, & Barge (2001) Human Communication: Motivation, Knowledge and Skills, Wadsworth
	(Hybrid course: covers Interpersonal and Public Speaking)		
Ft. Scott	Speech	1093	Principles of Speech Communication
Garden City	Public Speaking	Speech111	Public Speaking - O'Hair & Stewart
Highland	Public Speaking	SP106	The Challenge of Effective Speaking – Verdeber
Hutchinson	Principles of Speech (Public Speaking – pending approval)	SH101	The Art of Public Speaking – Lucas
Independence	Speech	Comm1203	The Art of Public Speaking – Lucas
JCCC	Public Speaking	SPD121	Public Speaking: An Audience-Centered Approach – Beebe & Beebe
	Personal Communication	SPD 125	Understanding Human Communication, Adler & Rodman
KCKCC	Public Speaking	SPH151	Public Speaking: An Audience-Centered Approach – Beebe & Beebe
KSU	Public Speaking I	SPCH106	Creating Speeches: A Decision-Making Approach – Gouldin
KU	Speaker-Audience Com	COMS130	
Labette	Funds of Speech	IS16	Communicate – Verdeber
	(hybrid course)		
Neosho	Funds of Speech	COM207	The Art of Public Speaking - Lucas
PSU	Speech Com	COMM207	Communication: Making Connections – Seiler & Beall
Pratt	Public Speaking	COM276	Public Speaking - O'Hair & Stewart
	Speech Comm	COM131	Communicating Effectively- Hybels & Weaver
	(hybrid course)		
Seward	Public Speaking	SP1203	How to Design and Deliver a Speech - Fletcher, Leon
Washburn	Public Speaking	SC150	Public Speaking - Osborn
WSU	Public Speaking	COMM111	The Art of Public Speaking – Lucas

- *All Courses are 3 credit hours*
- *All Courses Fulfill the General Education Requirement (except for IPC---Interpersonal Communication)*

APPENDIX I
Faculty Attending the Fall 2004 Meeting

Biology

Leslie Berryhill	Cowley CCC	
Lee Boyd	WU	
Todd Carter	SCCC	
Dave Chambers	PCC	
Richard Clarke	Cloud CCC	
Larry Corpus	DCCC	
Sondra Dubowsky	ACCC	
Elmer Finck	FHSU	
Laura Gossage	HutchinsonCC	
Chris Haufler	KU	
Ken Hudiburg	FSCC	
Tonya Kerschner	Butler CC	
Bill Langley	Butler CCC	
Ken Larkins	Highland CC	
David Loring	JCCC	
Ernie May	KCKCC	
Arthur Nonhof	GCCC	
John Schafer	GCCC	
Michelle Schoon	Cowley CCC	
John Richard Schrock	ESU	
John Simmons	Barton CCC	
Ellie Skokan, session chair	WSU	
Bharathi Sudarsanam	LCC	
Scott Thompson	Cloud CCC	
James Triplett	PSU	
Michael Westerhaus	PCC	
Steve Yuza	NCCC	

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APPENDIX II
Faculty Represented in Project, 1999-2003

Art

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Norma Cowdrick	Kansas City Kansas Community College
Mark Flickinger	Cowley County Community College
John Ford	Labette Community College
Bill Forst	Barton County Community College
Cathy Gordon	Colby Community College
Valerie Haring	Butler County Community College
Paul Hemmerla	Kansas City Kansas Community College
Elaine O. Henry	Emporia State University
Jeanne Klein	University of Kansas
Jeffrey G. Locke	Fort Scott Community College
Nancy Masterson	Hutchinson Community College
Joye Norris	Dodge City Community College
Janelle Null	Independence Community College
Leland Powers	Fort Hays State University
Barbara Stevens	Cloud County Community College
Larry Thomas	Johnson County Community College
Jerry Wilson	Labette Community College
Jim Wilson	Dodge City Community College
Gene Wineland	Pratt Community College

Biology

Don Barker	Coffeyville Community College
Mahmoud Bishr	Labette Community College
Todd Carter	Seward County Community College
Sondra Dubowsky	Allen County Community College
Brian Foreman	Neosho County Community College
Susan Forrest	Allen County Community College
Tonya Kerschner	Butler County Community College
June Kliesen	Dodge City Community College
David Loring	Johnson County Community College
Ernie May	Kansas City Kansas Community College
Harry Moeller	Highland Community College
Donna Mous	Fort Scott Community College
Arthur Nonhof	Garden City Community College
Tricia Paramore	Hutchinson Community College
Michelle Schoon	Cowley County Community College
John Simmons	Barton County Community College
Lee Smee	Barton County Community College
Bharathi Sudarsanam	Labette Community College
Marsh Sundberg	Emporia State University
Jim Triplett	Pittsburg State University
Paul Wagner	Washburn University
Gage Werner	Cowley County Community College

Michael Westerhaus	Pratt Community College
Vernon Wranosky	Colby Community College
Steve Yuza	Neosho County Community College

Chemistry

Lynn Anderson	Garden City Community College
Charles C. Blatchley	Pittsburg State University
Carol Bonham	Pratt Community College
Kristin Bowman-James	University of Kansas
William Bryan	Seward County Community College
Donnie Byers	Johnson County Community College
Gerald Caple	Pittsburg State University
Robert Carlson	Butler County Community College
Todd Francis	Allen County Community College
Joe Heppert	University of Kansas
Kim Karr	Butler County Community College
Dave Klein	Kansas City Kansas Community College
Ed Kremer	Kansas City Kansas Community College
Todd Leif	Cloud County Community College
James McAfee	Pittsburg State University
Wayne Morgan	Hutchinson Community College
Vincent Ortiz	Kansas State University
Ron Pfister	Hutchinson Community College
Kurt Pyle	Fort Scott Community College
Tom Quellette	Washburn University
Pail Rillema	Wichita State University
Janet Robinson	University of Kansas
Gerald Sanden	Colby Community College
Dave Schroeder	Emporia State University
Ed Sherer	Fort Hays State University
Walid Shihabi	Neosho County Community College
Williams M. Shirley	Pittsburg State University
Pam Smith	Cowley County Community College
Barb Spohr	Dodge City Community College
Denise Tridle	Highland Community College
Kaye Walter	Kansas City Kansas Community College
Raymond Wells	Coffeyville Community College
Lori Winningham	Butler County Community College
Douglas Ecoff	Labette Community College

Computer Science

Maeve Cummings	Pittsburg State University
Felix Dreher	Pittsburg State University
Stoney Gaddy	Independence Community College
Martha Gattin	Hutchinson Community College
Deedee Herrera	Dodge City Community College
Mary Hiatt	Labette Community College
Henry Kreibach	Allen County Community College
Robert Meier	Fort Hays State University

Joy Pierson	Independence Community College
Carol Ricke	Pratt Community College
Ray D. Rothgeb	Independence Community College
Larry Schwintz	Highland Community College
Dr. Teresa Sullivan	Kansas City Kansas Community College
James Wenger	Emporia State University
Mary Wilson	Garden City Community College

English

Andy Anderson	Johnson County Community College
Carol Barnes	Colby Community College
Paula Brin	Hutchinson Community College
Lawrence Davis	Wichita State University
Wanita Davis	Coffeyville Community College
Monette DePew	Pratt Community College
Dean Dillard	Neosho County Community College
Michael Fey	Barton County Community College
Julie Gifford	Allen County Community College
Stephannie Goerl	Barton County Community College
Ruth Heflin	Kansas City Kansas Community College
Harold Hicks	Fort Scott Community College
Cheryl Hofstetter	Fort Hays State University
Michael L. Johnson	University of Kansas
Ann Judd	Seward County Community College
Tracey Lee	Allen County Community College
Conce Magana	Garden City Community College
Susan Main	Independence Community College
Troy Nordman	Butler County Community College
David Norlin	Cloud County Community College
Lois Sampson	Cowley County Community College
Melvetta Sevart	Labette Community College
Dave Smit	Kansas State University
Dana Waters	Dodge City Community College
David Weed	Washburn State University

History and World Civilizations

Frank Arnold	Cowley County Community College
Larry Burke	Dodge City Community College
Mary Cervantes	Garden City Community College
Vin Clark	Johnson County Community College
Lee Courtney	Seward County Community College
Courey Feerer	Allen County Community College
Michelle Figueroa	Fort Scott Community College
Verneene Forssberg	Pratt Community College
Lou Frohardt	Cloud County Community College
David Goodlett	Fort Hays State University
Sara Harris	Neosho County Community College
Gary Kenyon	Barton County Community College
Chris Laney	Labette Community College

Ann Liston	Fort Hays State University
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Henry Louis	Kansas City Kansas Community College
Carol Ludlum	Cowley County Community College
Isaias McCaffery	Independence Community College
Vicki McKain	Butler County Community College
Tom Moorhous	Colby Community College
Tim Myers	Butler County Community College
Bill Noll	Highland Community College
Frank Ortoloni	Coffeyville Community College
Tom Percy	Hutchinson Community College
Marilyn Rhinehart	Johnson County Community College
Robert Rook	Fort Hays State University
John Ryan	Kansas City Kansas Community College
Bill Wagnon	Washburn University
Val Winn	Kansas City Kansas Community College

Mathematics

Jamal Al-shawish	Ft. Scott Community College
Carl Anderson	Johnson County Community College
David Beach	Labette Community College
Therese Blyn	Wichita State University
Jim Carlson	Neosho County Community College
Kathi Dewey	Barton County Community College
Tim Flood	Pittsburg State University
Larry Friesen	Butler County Community College
Jeff Hurn	Highland Community College
Craig Knubbe	Dodge City Community College
John Maginnis	Kansas State University
Kim McBride	Labette Community College
Karen McKarnin	Allen County Community College
Greg Nichols	Cowley County Community College
John Olson	Colby Community College
Ron Palcic	Johnson County Community College
Cherie Perryman	Garden City Community College
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Ron Sandstrom	Fort Hays State University
Larry Scott	Emporia State University
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Pam Turner	Hutchinson Community College
Janet Van Cleave	Kansas City Kansas Community College
Ron Wasserstein	Washburn University
Mark Whisler	Cloud Community College
Ron Wingfield	Hutchinson Community College
Tom Worthing	Hutchinson Community College

Physical Science

Chuck Blatchley	Pittsburg State University
Louis Caplan	Fort Hays State University
Tracey Cascadden	Emporia State University
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Steve Crane	Dodge City Community College
Kay Davis	Garden City Community College
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Susan Wrench	Butler County Community College

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Suzy Altman	Kansas State University
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Gary Carmton	Hutchinson Community College
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Krista Schoenfeld	Colby Community College
Brian Schrader	Emporia State University
Joe Slobko	Garden City Community College
Karen Thayer	Garden City Community College
Dan VandeWynkel	Fort Scott Community College
Ken Weaver	Emporia State University
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Steve Collins	Kansas City Kansas Community College
Marjorie Donovan	Pittsburg State University
Brad Huffaker	Labette Community College
Nita Jackson	Butler County Community College
Ed Johnson	Barton County Community College
Larry Koon	Colby Community College
Bruce LaPorta	Coffeyville Community College
George Lord	Pittsburg State University
Ron Matson	Wichita State University
Jim Mielke	University of Kansas
Jim Miesner	Fort Scott Community College
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Christina Windham	Independence Community College
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Rose Beilman	Pratt Community College
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Shirley Drew	Pittsburg State University
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Rod Peterson	Fort Scott Community College
Tony Piazza	Allen County Community College
Richard (Dick) W. Scott	Johnson County Community College
Sue Strohkirch	Fort Hays State University
Susan Sutton	Cloud County Community College
Billie Teal-Thorson	Dodge City Community College
Lee Tiberghien	Garden City Community College
Mary Weilert	Neosho County Community College
L. Keith Williamson	Wichita State University

APPENDIX II
Faculty Represented in Project, 1999-2003

Art

Susan Copas	Seward County Community College
Norma Cowdrick	Kansas City Kansas Community College
Mark Flickinger	Cowley County Community College
John Ford	Labette Community College
Bill Forst	Barton County Community College
Cathy Gordon	Colby Community College
Valerie Haring	Butler County Community College
Paul Hemmerla	Kansas City Kansas Community College
Elaine O. Henry	Emporia State University
Jeanne Klein	University of Kansas
Jeffrey G. Locke	Fort Scott Community College
Nancy Masterson	Hutchinson Community College
Joye Norris	Dodge City Community College
Janelle Null	Independence Community College
Leland Powers	Fort Hays State University
Barbara Stevens	Cloud County Community College
Larry Thomas	Johnson County Community College
Jerry Wilson	Labette Community College
Jim Wilson	Dodge City Community College
Gene Wineland	Pratt Community College

Biology

Barker, Don	Coffeyville
Berryhill, Leslie	Cowley
Carter, Todd	Seward
Clarke, Richard	Cloud
Cole, Betty	Washburn
Coon, Lowell	Colby
Corpus, Larry	Dodge City
Dubowsky, Sondra	Allen County
Dudiburg, Ken	Fort Scott
Egbert, Krisy	WSU
Elliott, Melissa	Butler
Foreman, Brian	Independence
Foster, Johanna	Johnson County
Gillock, Eric	Fort Hays
Haufler, Chris	KU
Kerschner, Tonya	Butler
Larkins, Ken	Highland
Layton, Scott	Cowley
Lyle, Jim	KCK
May, Ernie	KCK
Moeller, Harry	Highland
Oliver, Pam	Neosho
Paramore, Tricia	Hutchinson
Paruch, Ryan	Cowley

Sadarsanam, Barathi	Labette
Schafer, John	Garden City
Schrock, John Richard	Emporia
Smith, Curtis	KCK
Strauss, Eric	Fort Hays
Thompson, Scott	Cloud
Westerhaus, Michael	Pratt
Wolf, Curtis	Barton
Wolfgram, Luanne	Johnson County
Wong, Peter	K-State
Yuza, Steve	Neosho

Chemistry

Lynn Anderson	Garden City Community College
Charles C. Blatchley	Pittsburg State University
Carol Bonham	Pratt Community College
Kristin Bowman-James	University of Kansas
William Bryan	Seward County Community College
Donnie Byers	Johnson County Community College
Gerald Caple	Pittsburg State University
Robert Carlson	Butler County Community College
Todd Francis	Allen County Community College
Joe Heppert	University of Kansas
Kim Karr	Butler County Community College
Dave Klein	Kansas City Kansas Community College
Ed Kremer	Kansas City Kansas Community College
Todd Leif	Cloud County Community College
James McAfee	Pittsburg State University
Wayne Morgan	Hutchinson Community College
Vincent Ortiz	Kansas State University
Ron Pfister	Hutchinson Community College
Kurt Pyle	Fort Scott Community College
Tom Quellette	Washburn University
Pail Rillema	Wichita State University
Janet Robinson	University of Kansas
Gerald Sanden	Colby Community College
Dave Schroeder	Emporia State University
Ed Sherer	Fort Hays State University
Walid Shihabi	Neosho County Community College
Williams M. Shirley	Pittsburg State University
Pam Smith	Cowley County Community College
Barb Spohr	Dodge City Community College
Denise Tridle	Highland Community College
Kaye Walter	Kansas City Kansas Community College
Raymond Wells	Coffeyville Community College
Lori Winningham	Butler County Community College
Douglas Ecoff	Labette Community College

Computer Science

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Stoney Gaddy	Independence Community College
Martha Gattin	Hutchinson Community College
Deedee Herrera	Dodge City Community College
Mary Hiatt	Labette Community College
Henry Kreibach	Allen County Community College
Robert Meier	Fort Hays State University
Joy Pierson	Independence Community College
Carol Ricke	Pratt Community College
Ray D. Rothgeb	Independence Community College
Larry Schwintz	Highland Community College
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Vin Clark	Johnson County Community College
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Courey Feerer	Allen County Community College
Michelle Figueroa	Fort Scott Community College
Verneene Forssberg	Pratt Community College
Lou Frohardt	Cloud County Community College
David Goodlett	Fort Hays State University
Sara Harris	Neosho County Community College
Gary Kenyon	Barton County Community College
Chris Laney	Labette Community College
Ann Liston	Fort Hays State University
John Loucks	Seward County Community College
Henry Louis	Kansas City Kansas Community College
Carol Ludlum	Cowley County Community College
Isaias McCaffery	Independence Community College
Vicki McKain	Butler County Community College
Tom Moorhous	Colby Community College
Tim Myers	Butler County Community College
Bill Noll	Highland Community College
Frank Ortoloni	Coffeyville Community College
Tom Percy	Hutchinson Community College
Marilyn Rhinehart	Johnson County Community College
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David Kruse	Colby Community College
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Adrian Merlott	University of Kansas
David Ohlde	Pratt Community College
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