2006

KANSAS CORE OUTCOMES PROJECT

11/27/06
DRAFT

REPORT FOR SYSTEM COUNCIL OF
CHIEF ACADEMIC OFFICERS
PREPARED BY
RON WASSERSTEIN, WASHBURN UNIVERSITY

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 15, 2006, 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, mathematics, sociology, anthropology, early childhood education, and art.

For a more complete history and documentation of the core outcomes project, see the Fall 2005 report, available at:

http://www.kansasregents.org/download/aca_affairs/corereport2005.pdf

ANTHROPOLOGY

MARGARET WOOD, WASHBURN UNIVERSITY, FACILITATOR

Summary

Anthropology instructors from around the State met as part of the Kansas Core Outcomes Project on September 15, 2006 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 Minimum Core Competencies for "General Anthropology" courses. The draft will be circulated to participants via e-mail for final editing and will be finalized by the next meeting in September of 2007. Other accomplishments for this year include: the production of an updated e-mail list of anthropology instructors in the state and editing 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 2006 to develop measurable core competencies for introductory anthropology courses offered at institutions of higher education in Kansas. This marked only the second 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, Project Director, Dr. Ron Wasserstein, in consultation with several instructors from across the state, determined that it was time to begin forging measurable outcomes for introductory anthropology courses.

Ten faculty members representing five universities and five 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.

In 2005 participants had decided to focus their efforts 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." In 2005 we were successful in producing a draft outline of outcomes for this class.

In 2006, our objectives were to revise this outline and apply Bloom's Taxonomy. In the end, we completely reorganized the structure of our original outline, and were successful in producing outcomes expected for student learning in a General Anthropology or Introduction to Anthropology courses.

CORE OUTCOMES DOCUMENT

MINIMUM CORE COMPETENCIES FOR INTRODUCTION TO ANTHROPOLOGY
STATE OF KANSAS
(9/16/06)

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. Understand the holistic perspective of anthropology
   a. Explain the concept of culture.
   b. Distinguish between the four interrelated fields in anthropology.
   c. Identify the primary methods used by anthropologists.
   d. Compare and contrast cultural relativism and ethnocentrism.
   e. Illustrate ways in which anthropology can be applied.

II. Understand the knowledge base of anthropological inquiry
   a. Describe the process of human evolution (physical/biological).

   b. Examine adaptation and human variation (physical/biological).

   c. Illustrate a variety of human lifeways through material culture remains (archaeology).

   d. Illustrate ways in which culture is a dynamic and integrated system (sociocultural).
   e. Discuss the origins and nature of language, symbols and gestures as systems of communication (linguistic anthropology).
   f. Describe global processes as they shape and are shaped by communities throughout the world (sociocultural).

ANTRHOPOLOGY PARTICIPANTS IN KANSAS CORE OUTCOMES MEETING, SEPTEMBER 16, 2006

Ten faculty members participated in the meeting including representatives from five universities and five community colleges.

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Brad Huffaker	Labette CC	bradh@labette.edu
Mark D. Weeks	Allen CCC	mweeks@allencc.edu
Margaret Wood	WU	margaret.wood@washburn.edu

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

INSTITUTION	Course Number (# credits)	INTRODUCTORY COURSE OFFERED
Washburn University	112 (3)	Cultural Anthropology
	114 (3)	Introduction to Archaeology
	118 (3)	Physical Anthropology
Kansas State University	200/204 (3)	Introduction to Cultural Anthropology
	220 (3)	Introduction to Linguistic Anthropology
	260 (3)	Introduction to Archaeology
	280 (3)	Introduction to Physical Anthropology
University of Kansas	100 (3-4)	General Anthropology
	104 (3-4)	Fundamentals of Physical Anthropology
	105 (3-4)	Fundamental of Physical Anthro. (Honors)
	106 (3)	Introduction to Linguistics
	107 (3)	Introduction to Linguistics (Honors)
	108 (3-4)	Introduction to Cultural Anthropology
	109 (3-4)	Introduction to Cultural Anthro. (Honors)
	110 (3-4)	Introduction to Archaeology
	111 (3)	Introduction to Archaeology (Honors)
	160 (3)	The Variety of Human Experience
	161 (3)	The Third World: Anthro. Approaches
	162 (3)	The Variety of Human Experience (Honors)
Emporia State University	100 (3)	Introduction to Anthropology
	110 (3)	Introduction to Cultural Anthropology
	320 (3)	Introduction to 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		Introduction to Anthropology
Allen County CC	111	Cultural Anthropology
Barton County CC	2812 (3) 2816 (3) 2824 (3)	Introduction to Anthropology Cultural Anthropology Archaeology
Butler County CC	106 (3)	Introduction to Anthropology
Cloud County CC	125 (3)	Introduction to Cultural Anthropology
Coffeyville County CC	No Anthropology Offered (?)	
Colby County CC	176 (3)	Cultural Anthropology
	177 (3)	Native American Cultures
	185 (3)	Forensic Anthropology
Cowley County CC	6911 (3) 6920 (3) 6930 (3)	Cultural Anthropology Introduction to Archaeology 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

EXAMPLE OF GENERAL ANTHROPOLOGY COURSE DESCRIPTION

University of Kansas
General Anthropology, AN 100

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

Course Descriptions for Introductory level Anthropology Courses at Kansas Universities

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 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 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 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 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 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

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; technoenviromental 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)

E-mail List of Anthropology Instructors at Universities and Community Colleges in Kansas

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ART

SCOTT GARRARD, DODGE CITY CC, FACILITATOR

- Attendees signed an attendance sheet. Introductions were made.

- Discussion about the Art Appreciation course outcomes as defined at the 2003 meeting. Outcomes were approved by the group and several attendees indicated that course outlines and syllabi had been modified to fit the new state-wide model.

- Discussion about Two-Dimensional and Three-Dimensional Design Outcomes. The group seemed to be in agreement over the previously defined outcomes.

- Brief discussion about Art History outcomes. Art History I (Paleo – Gothic), Art History II (Renaissance – Modern), and Art Since 1945 were discussed in general terms. Some work has been done on the art history outcomes, but they have not been finalized.

- Various "non-agenda" topics were discussed including: Student Portfolios, Transferability issues, Articulations agreements, etc.

Drawing I

Learning Outcomes and Competencies

Upon completion of Drawing I, it is the intention for the student to be able to:

I. Demonstrate an understanding of the drawing media and techniques
   A. Exhibit proficiency with wet and dry media
   B. Exhibit proficiency with a variety of image depiction techniques

II. Demonstrate an understanding of the formal Elements of Art and the Principles of Design through observational drawing

III. Demonstrate an understanding of the process of critical evaluating drawing

- The meeting was adjourned at 12:30 PM. The group decided to meet in one year to work on Graphic Design / Commercial Art Outcomes. It was also suggested that everyone in attendance receive email copies of the work done to date in order to review the outcomes and make suggestions for refinement or change.

(minutes by Valerie Haring, vharing@butlercc.edu)

ART PARTICIPANTS IN KANSAS CORE OUTCOMES MEETING, SEPTEMBER 16, 2006

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BIOLOGY

MICHELLE SCHOON, COWLEY COLLEGE, FACILITATOR

Sheet for attendees and emails distributed.

List for course names/instructors/credits distributed.

Introductions made around the room; 30 attendees present

MICROBIOLOGY DISCUSSION:

Opening discussion on Microbiology competencies:

- how to cover the vast amount of material was asked
- some course content is potentially sacrificed by some
- the last 5% covering environmental microbes and biotechnology
- audience in most KS colleges are allied health pursuants
- last 5% of micro coverage may not be applicable
- decision is left to instructor ultimately

Re; Micro, question of prerequisites was brought up

- many allied health students perform poorly in micro because no Bio or Chem classes are taken earlier; need for prereqs exist, but difficult to initiate due to state nursing requirements.

Labette CC requires AP I & II and Chem.

Cowley CCC offers a 1 credit "Bioreview" designed to "jumpstart" allied heath students for whom it has been a long time since Bio or Chem. Not useful if student has NEVER had any Bio or Chem.

Most CC in state do not have prerequisites for Micro.

Question as to what should be covered in Intro. Micro.

- should it be Bacteriology?
- others felt that all microbes should be treated, even if not intensely covered, because as a "systems approach" is used, principles remain similar, even if microbe changes.

Point was made that pre-professional students don't have problems with higher level genetics or cell biology in transfer classes, but allied health majors often do – that's directly attributed to the lack of exposure to Bio and Chem.

KU pointed out that 200-level micro does not transfer as Micro., but is used as an elective. Transfer student must still take the 400-level micro class.

Question re: off-campus (outreach?) Micro and quality of instruction.

- some allow only FT faculty to teach
- some do not allow course to be taught off-campus
- some utilize a comprehensive final
- some carefully consider instructor qualifications

Overall, Microbiology Core Competencies are acceptable; leeway is provided to individual faculty to adapt while yet remaining within the Core values.

ANATOMY & PHYSIOLOGY DISCUSSION

Course sequences were presented initially:
- AP I & II taught in one semester = 13 Institutions
- AP I & II taught in two semesters = 6 Institutions
- AP I half semester; AP II half semester (One semester, 2 courses) = 5 Institutions

Offerings are considered state-based (nursing board), but may also be economic

State-based argument is odd, because all CC in Kansas are exposed to the same state nursing board, but how can some do both classes in one year, but others cannot?

Have same problem with AP that is evident with Micro regarding passing competency of the allied health student; those never taking Bio or Chem do poorly, those with some initial exposure do better.
- individual schools might consider an "asset-like" tool to determine who should take introductory courses first

Anatomy and Physiology Topics and Competencies
- much of the following used the HAPS guidelines for topics and competencies. This was provided to all attendees by Dr. Schrock at Emporia State.
- group agreed that the topics would be the list; the competencies would be the paragraph at the top of each topic list.

Agreed-upon Content for AP I
A. Body Plan and Organization
B. Homeostasis
C. Chemistry and Cell Biology
D, Histology
E. Integumentary System
F. Skeletal System
G. Muscular System
- this would include origins/insertions
- this would include discussion of joints

H. Nervous System
- this area might reduce discussion of nervous disorders
- more pathophysiology

I. Special Senses
J. Endocrine System
K. Cardiovascular system
L. Lymphatic System and Immunity
- this section might downplay immune discussion; dealt with in Microbiology

M. Respiratory System
N. Digestive system
O. Metabolism
- coverage difficult due to time constraints; one semester courses de-emphasize this

- wide variability exists:
- some faculty cover all of the listed topics
- some restrict to catabolism and anabolism of energy-rich nutrients
- basic premises of nutrition
- metabolism covered in Section C above

P. Urinary System

Q. Fluid/Electrolyte & Acid/Base Balance

- this may be treated as in O. above

R. Reproductive System

- incorporates major aspects of germ cells and embryology.
- genetics coverage by most is very basic, but at the least should include Punnett square, sex-linked traits, and sex determination.

As far as individuals having to reduce/eliminate certain topics due to time constraints, consider the disclaimer in the HAPS document on top of Page 6.

There may be some problem with transferability if certain topics are excluded. A possible institutional disclaimer may be developed, such as:

In an Anatomy & Physiology class/program, different emphases may be placed upon different topics and/or competencies, depending upon the institution and/or degree requirements. In addition, there may be some transferability questions if all course sequences are not taken at the same institution. If course requirements are met at the same institution, then expectations of successfully passing Anatomy & Physiology, Pathophysiology, and Microbiology are satisfied.

Laboratory portion of Anatomy and Physiology courses was discussed:

- online courses were introduced; difficulties with that format in labs was discussed
- online instructors have developed a hybrid of online/on campus laboratory work

The group agreed to combine the following from the HAPS document:

- Page 3.A added to Page 5.I., emphasizing the need to do two things

1. do hands-on labs, de-emphasizing the media-produced labs;
2. do utilize animal dissections as part of lab experience

- Dr. Schrock made available a reprint from NABT that emphasized active labs as a learning tool.

Respectfully submitted,

Larry Corpus

COURSE GUIDELINES
FOR UNDERGRADUATE INSTRUCTION OF HUMAN ANATOMY & PHYSIOLOGY

Adapted from the HAPS suggested course guidelines for Human Anatomy and Physiology

CLARIFICATION OF INTENT

1) The course guidelines described in this document identify the minimum standards appropriate for an introductory undergraduate level learning experience in human anatomy and physiology.

2) This document is a SUGGESTED MODEL. It is not intended to be a mandate or an infringement upon academic freedom.

3) A human anatomy & physiology course provides a knowledge base that is essential to the nursing and allied health student. Because that knowledge base is constantly increasing in volume and complexity, **institutions may exceed the minimum standards presented in this document.**

Recommended PRE-REQUISITES

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

COURSE DESCRIPTION

The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization.

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

It is essential that, as the study of the human body progresses, parts be integrated into the whole, and that each the course include laboratory experiences.

LABORATORY EXPERIENCE

Ideally, the laboratory activities of this course provide students with hands-on experiences, as opposed to workbook and/or computer-generated activities that could be done in a non-laboratory setting. There are many excellent teaching tools available, including models, computer simulations, and a large variety of other audiovisual materials. Use of these teaching tools is encouraged, but NOT AS A SUBSTITUTE for dissection. Lab activities should utilize real organisms whenever possible.

Direct student participation is preferable to instructor demonstrations. The laboratory component should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Whether graded separately or combined with the lecture component, the laboratory component is an integral part of a human anatomy and physiology course. Laboratory experiences should include exercises that demonstrate both anatomical and physiological concepts.

CONTENT

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

Anatomy & Physiology

A. Body Plan & Organization

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

Topics include:

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

B. Homeostasis

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

Topics include:

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

C. CHEMISTRY & CELL BIOLOGY REVIEW

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

Topics include:

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

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

D. HISTOLOGY

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

Topics include:

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

E. INTEGUMENTARY SYSTEM

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

Topics include:

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

F. SKELETAL SYSTEM

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

Topics include:

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

G. MUSCULAR SYSTEM

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

Topics include:

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

H. NERVOUS SYSTEM

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

Topics include:

- general functions of the nervous system
- organization of the nervous system from both anatomical & functional perspectives

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

I. SPECIAL SENSES

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

Topics include:

- gross & microscopic anatomy of the eye & ear
- roles of specific tissues of the eye in vision
- roles of specific tissues of the ear in hearing & equilibrium
- olfactory receptors & their role in smell
- gustatory receptors & their role in taste

J. ENDOCRINE SYSTEM

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

Topics include:

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

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

K. CARDIOVASCULAR SYSTEM

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

Topics include:

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

L. LYMPHATIC SYSTEM & IMMUNITY

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

Topics include:

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

M. RESPIRATORY SYSTEM

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

Topics include:

- general functions of the respiratory system
- gross & microscopic anatomy of the respiratory tract & related organs

- mechanisms of pulmonary ventilation
- pulmonary air volumes & capacities
- mechanisms of gas exchange in lungs & tissues
- mechanisms of gas transport in the blood
- control of pulmonary ventilation

N. DIGESTIVE SYSTEM

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

Topics include:

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

O. METABOLISM

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

Topics include:

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

P. URINARY SYSTEM

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

Topics include:

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

Q. FLUID/ELECTROLYTE & ACID/BASE BALANCE

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

Topics include:

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

R. REPRODUCTIVE SYSTEMS

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

Topics include:

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

GROUP: Anatomy & Physiology			
Institution	Course Title	Course #	Currently Adopted Textbook
Allen County	Human A&P	BIO 257 5hr	Sheir etal: Hole's Human A&P
Barton County	Anatomy & Physiology	Life 1408	Marieb: 5 credits
Butler County	A&P, A&P w/Review I,II	BI 240; 226/227	Saladin: 5 credits; 4 each w/review
Cloud County	Human Anatomy, Human Physiology	SC 122, SC 123	Seeley, Stevens, & Tate
Cloud County (Junction City Campus)	Human A&P 1&2	SC 120, 121	Saladin 4th Ed.
Coffeyville	Anatomy & Physiology	BIOL 123-01	In beteween texts now, will adopt one.
Colby	Anatomy & Physiology I, II	BI 276, BI 277	Marieb 7th Ed: 8 total hours (2 semesters)
Cowley	Human Anatomy & Physiology	BIO4150	Tortora and Derirckson, 11th Ed. Allen and Harper 2nd Ed. Lab Manual
Dodge City			
ESU	Intro. Human A&P/ Human Anatomy & Physiology	ZO 200/201; ZO 362/363	New Instructor, will e-mail to you.
Flint Hills TC	Human A&P and two labs (Anatomy and Physiology)	BIOL 230/232/234	Lecture=3 hrs, labs are 1 each/ Marieb's Human A&P 7th Ed.
FHSU			
Ft. Scott	Anatomy & Physiology	5 hrs.	Hole, Anatomy & Physioloby
Garden City (2 semester)	A&P I and A&P II	BIOL 211/212	4 hrs each: 3 lect and 1 lab; Seeley Stephens, and Tate 7th
Highland			
Hutchinson			
Independence	Biol 2004	5 hrs lab/lecture	Hole's Human Anatomy and Physiology
JCCC	Biol 144-Human A&P	5 credits	1 semester Hole-Human A&P
KCKATS			
KCKCC	Human Anatomy & Physiology	BIOL 143 (1 Sem)	Hole's Human Anatomy and Physiology

KSU			
KU	Physiology and Anatomy	Biol 246/247-Phys 5 credits Biol 240/241-Anat. 5 credits	Anat.-Human Anatomy, Martini Timmous & Tallitsch Phys-Human Physiology, Silverthorn
Kaw Area TS			
Labette	Anatomy & Physiology	BIOL 0412	Hole's Essuntials of Anatomy & Physiology; Lab Investigations in A&P, Catversion S. Sarikas 9th.
MATC			
Neosho	Anatomy & Physiology	257/258	Hole's Human Anatomy and Physiology
NC KS TC			
NE KS TC			
NW KS TC			
PSU	Anatomy & Physiology	BIO 257/258 (5hr)	Seeley, Stevens, & Tate
Pratt			
Salina ATS			
Seward			
Washburn	Human Anatomy, Human Physiology	BI 275, BI 255	Human Anatomy, McKinley & O'Laughlin, Human Physiology Silverthorn
WATC			
WSU			

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INFORMATION TECHNOLOGY (COMPUTER SCIENCE)

CHAN TUNG, KCKCC, FACILITATOR

September 15, 2006

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:

- 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.

Information technology literacy is critical to succeed in the workplace. We recommend that all Kansas institutions of higher education require at a minimum a COMPUTER LITERACY course (covering attached competencies) as a general education requirement for degree completion of Associate level or higher. We recommend that the KBOR revisit this issue in state articulation agreements based on the 21st century learner outcomes.

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."

Ten 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 advanced 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

X. Cyber Security: Identify and understand security threats and solutions
a. Define computer systems security concepts
b. Identify data security issues
c. Identify communication and network security tools

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 2006: Concepts for a Digital World, Web Enhanced.
Barton County	Computer Concepts and Applications		Microcomputer Applications-Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat. Microsoft Office 2003
Butler	Computer Concepts	BE 160	Parsons, J. June, Dan Oja, and Rachel B. Bunin. (2004) Computer Concepts: Illustrated Introductory (5th ed.). Boston, MA: Course Technology. Parsons, June & Dan Oja. (2003) The Practical Office XP. Boston, MA: Course Technology.
Cloud County	Computer Applications	CS 108	Course Tech – New Perspectives (2nd ed.)
Coffeyville	Introduction to Software Applications	COMP162	Microsoft Office XP – Ruthowsky – 6th edition
Coffeyville	Computer Information System	COMP161	Computing Essentials, 6th edition
Colby	Introduction to Computer Concepts and Applications	CO176	Practical PC 4th (Parsons, Oja) Practical Office 2003, Microsoft Office 2003
Cowley	Intro to Microcomputers	BDP 1516	
Dodge City	Computer Concepts and Applications	CS 101	Course Technology – New Perspectives
ESU	Intro to Microcomputer Applications	IS 113	Shelly Cashman Office 2003
FHSU	Introduction to Computer Info. Systems	CIS 101	Custom Text
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; Office 2003 Premium ed.
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 Concepts and Applications	CS 0715	Shelly/Cashman, Introductory Windows XP and Office 2003
Neosho	Intro. To Computer Information System	CSIS 130	Computing Concepts (OLeary)
Neosho	Microcomputer Applications	CSIS 100	Office 2003
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	Technology in Action 3rd ed. MS Office 2003 60 Series
Washburn	Computer Concepts and Applications	CM 110	Shelly Cashman Computer Concepts
WSU	Intro. To Computers & Their Appls.	CS 105	Shelly/Cashmen Discovering

INFORMATION TECHNOLOGY PARTICIPANTS IN KANSAS CORE OUTCOMES MEETING, SEPTEMBER 16, 2006

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EARLY CHILDHOOD EDUCATION

MARCIA MANTER, FACILITATOR

(Note: This report includes the past year's meetings of these groups, including their gathering at the Core Outcomes Meeting.)

Since the combined meeting of the ECHO and EQIP group in September 22, 2005, the EQIP group has focused on developing common courses.

The EQIP group met following the Faculty Institute in November 2005 and decided upon a goal and outcomes.

The goal for EQIP is:

Align a specific core group of early childhood syllabi/course outlines across all Kansas Community Colleges offering an EC degree program.

Outcomes:

- Common course syllabi/course outlines in specific areas
- Consistent course learner outcomes and competencies
- High quality EC courses at the community college level
- Increased accessibility of EC courses for students
- Greater ability to transfer EC courses to 2 year and 4 year programs

At the February 2006 meeting, Vickie Kelly from the Kansas Career and Technical Education Resource Center (KCTERC) joined the group to talk about the project that she was charged with by the Kansas Board of Regents. It is her job to have all the community college and technical colleges that receive Perkins Funding to have a common program name and 21-15 hours of common coursework among the institutions.

At that meeting, it was decided upon 4 courses that would be developed that would have a common name and 6-10 core objectives that would be the same across all institutions. Each college can use their own course name/program name but that course/program must also be identified with the common name.

The following are the courses that have been developed:

Child Health, Safety and Nutrition
Creative Experiences
Observing and Interacting
Infant and Toddler Education and Care

On September 15, 2006, a number of higher learning institutions met with regard to the Early Childhood Education programs run by their institutions. Information was passed regarding licensure issues such as the Birth through K, Birth through 3rd, etc. and how these affected the university programs. Community colleges represented spoke concerning advances in ECE core courses and objectives that had been passed by the EQIP group and other potential courses being considered. At the meeting's closure a number of institutions spoke concerning the need to share information between ECHO and EQIP and for

specific college and university articulation agreements to be reevaluated to take into account changes in programs and student needs.

The EQIP group met again on October 6 to finalize the process for approval by KBOR. A common name of Early Childhood was drafted and a common program description:

> *The Early Childhood program is planned so that students will acquire a basic understanding of dynamics of the developing child through the study of young children and families.*
>
> *Field experiences are an integral part of this program.*
> *The program prepares students for professional careers in: child care administration, professional nanny, paraprofessional, family child care provider, preschool and child care center teacher and Head Start programs.*
>
> *Major topics include: theories and history of Early Childhood, child development, curriculum planning, child health, safety and nutrition, administration, behavior and guidance and the role of families.*

Neither the common name nor the common program description has been approved by the full group.

At this meeting, 3 goals were identified for the group:

1. Developing a peer review process
2. Working towards two-year accreditation through NAEYC
3. Continue identifying and developing common courses.

EQIP will meet again on January 11th.

Submitted by Kris Nicholson

EARLY CHILDHOOD EDUCATION PARTICIPANTS IN KANSAS CORE OUTCOMES MEETING, SEPTEMBER 16, 2006

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ENGLISH
ANDY ANDERSON, JCCC, FACILITATOR

The English Committee with representatives from nearly all the Kansas institutions of high education present convened at the annual Kansas Core Outcomes Project meeting on September 15, 2006.

The complete minutes from that meeting are posted along with all the previous work of the English Committee on the K-WRITE web page:
http://staff.jccc.net/aanders/kwrite.html.

The major accomplishment of the 2006 meeting was a revision of the Composition Outcomes statement. The revised statement clarified several points that faculty had found ambiguous including more emphasis regarding ethical practices and the use of technology. Concerned about the importance of technology in all facets of teaching composition, and aware of issues related to plagiarism and ethical behavior, two points that received special attention were under "Processes":

- Use technologies appropriate to the writing process,

and under "Conventions":

- Practice appropriate and ethical means of creating and documenting their work.

The committee considers the Composition Outcomes statement an important document. Various colleges have used the document to clarify course expectations for adjunct faculty and faculty teaching courses for concurrent credit in high schools. The committee also values the significant discussion occasioned by reviewing the document since it allows faculty from Kansas colleges and universities to better define common goals.

The revised statement begins on the next page.

OUTCOMES STATEMENT FOR THE REQUIRED COMPOSITION SEQUENCE

Writing Instructors Representing English Departments
In Kansas Public Institutions of Higher Education
Adapted this document from the "WPA Outcomes
Statement for First-Year Composition."

Adopted November 5, 1999
Revised September 15, 2006

INTRODUCTION

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.

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

RHETORICAL KNOWLEDGE

By the end of the required composition sequence, students should

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

CRITICAL THINKING, READING, AND WRITING

By the end of the required composition sequence, students should

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

PROCESSES

By the end of the required composition sequence, students should

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

- Learn to critique their own and others' work
- Use technologies appropriate to the writing process.

KNOWLEDGE OF CONVENTIONS

By the end of the required composition sequence, students should

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

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MATH

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

Representatives from the University of Kansas, Kansas State University, Fort Hays State University, Wichita State University, Washburn University, and at least 11 community colleges met on September 15, 2006 at the Southside Education Center in Wichita.

Dr. Jack Porter, University of Kansas, presided over the meeting.

After initial announcements, a short discussion was held over whether schools were having difficulty with maintaining trigonometry as a prerequisite for an engineering calculus course. The general consensus seemed to be that this was not an issue. Discussion then shifted to a variety of topics, from the fact that some schools were no longer offering Pre-Calculus to placement exams that were being used and a general concern over standards.

The discussion then turned to the main topic of the day: competencies for a first semester science and engineering calculus course. A proposed list of competencies from the 2005 meeting was displayed for the purposes of the discussion. There was a short discussion about whether epsilon-delta proofs were needed. The consensus seemed to be that at least simple proofs of this type were needed.

Discussion of other topics proceeded, and changes were made to the proposed competencies, as detailed below. Most changes were minor in nature. But some major additions were made. One is that students should be able to find limits using L'Hopital's rule, and that students should be able to compute areas and volumes using shell and disk methods. In the same competency, it is also expected that they should also be able to compute arc lengths, be able to use the mean value theorem for integrals, and compute the average value of a function over an interval.

At this point the discussion turned to where competencies for a first semester course should stop and where a second semester's competencies should begin. Some representatives feel that the proposed competencies go too far, and that understanding is being compromised for coverage, while other representatives feel that anything less than the proposed competencies is unacceptable for giving transfer credit. In the end, the competencies listed below were proposed for discussion and review over the next year, and we will revisit this list in 2007.

(see next page)

Content Outline & Competencies for Engineering Calculus I:

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 verify 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 involving the chain rule.
- D. Find derivatives involving exponential, logarithmic and trigonometric functions .
- E. Find derivatives involving hyperbolic and inverse trigonometric functions *.
- F. Find derivatives involving 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.
  5. Find limits using L'Hopital's Rule.*

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.
J. Integrate using integration by parts and trigonometric substitutions*
K. Evaluate improper integrals*

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.*
D. Compute areas and volumes using shell and disk methods. Compute arc lengths and the average value of a function.*
E. Applications to physics, engineering, and geometry (solid figures)*

* = some Regent's Universities require these topics for transfer credit

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SOCIOLOGY

STUART SHAFER, JCCC, FACILITATOR

1. Sociology of Families course outcomes and competencies

I. Foundations of Marriage and Family
- a. Define the concept of marriage and describe and define various family types.
- b. Compare and contrast families of the past with contemporary families
- c. Assess the influences of political, economic, and cultural structures on families
- d. Analyze families in cross-cultural perspective
- e. Distinguish between sex and gender
- f. Compare and contrast etc: same
- g. Identify and describe research methods and ethical issues in the study of families

II. Intimate Relationships
- a. Assess the concept of love as a historical and social construction
- b. Compare and contrast the mate selection process from historical and cross-cultural perspectives
- c. Compare and contrast sexual identities and behaviors as historical and social constructions
- d. Discuss the effects of children on intimate relationships
- e. Examine communication in intimate relationships

III. Family Life
- a. Describe the stages of family life cycles
- b. Examine sexuality in the context of family life
- c. Identify family planning options
- d. Examine the process of parenting
- e. Explain how work and family affect each other

IV. Inequalities and Challenges in Families
- a. Analyze the intersection of race, ethnicity, social class, and gender in contemporary families
- b. Examine effects of political, economic, and cultural changes on families
- c. Discuss power in families
- d. Identify the causes and effects of violence and abuse in families
- e. Compare and contrast ways of resolving conflicts

2. Meeting next year?

The group decided this would not be necessary, since all 3 core courses have been done

3. Revival of Kansas Sociological Society

JCCC and KCKCC are co-sponsoring the first meeting of KSS in a long time, October 14 at JCCC.

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