



**KANSAS CORE OUTCOME GROUPS
2014-2015 ANNUAL REPORT
FEBRUARY 20, 2015**

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

Institutional abbreviations used throughout the report:

CC=Community College

TC=Technical College

U=University

BACKGROUND

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

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

The following reports indicate the results of the 2014 meeting and work completed afterward by the discipline groups.

2014 ANNUAL MEETING SUMMARY

Disciplines from the following areas reviewed the listed courses:

<u>Discipline</u>	<u>Courses Reviewed</u>	<u>KCOG Chair</u>
Art	Drawing I	Paul Hemmerla, KCKCC
Chemistry	Chemistry for Non-Majors	Chris Culbertson, KSU
Communication/Sp.	Interpersonal Communication	Marg Yaroslaski, DCCC
Health Sciences	Nutrition	Dwight Moore, WU
History	World History to 1500	Brad Fenwick, Hutch CC
	World History 1500 to Present	Brad Fenwick, Hutch CC
Mathematics	Trigonometry	Paul Walcher, Neosho CC
Modern Language	French II	Janette Funaroa, JCCC
	Spanish III	Angelique Courbou, KSU
Physics	Astronomy & Lab	Gavin Buffington, FHSU
Political Science	International Relations	Michael Smith, ESU
Religion	World/Comparative Religions	Barry Crawford, WU

TRANSFER AND ARTICULATION COUNCIL MEMBERS FOR 2014-15

Andy Anderson	Johnson County Community College
Lisa Beck	University of Kansas
Lou Benjamin	Kansas State University
Peter Chung	Pittsburg State University
Chris Culbertson	Kansas State University
Shelly Gehrke	Emporia State University
Linnea Glenmayer	Wichita State University
Bobbie Haviland	Allen County Community College
Brian Inbody	Neosho County Community College
Tony Kinkel	Wichita Area Technical College
Joey Linn	Fort Hays State University
Bruce Mactavish	Washburn University
Jon Marshall	Allen Community College
Christina Long	Hutchinson Community College
Penny Quinn	Barton Community College
Melinda Roelfs	Pittsburg State University
Sara Rosen	University of Kansas
Phil Speary	Butler Community College
Jacee Tice	North Central Technical College
Mike Vitale	Kansas City Kansas Community College

INSTITUTIONS AND NUMBER OF FACULTY PARTICIPATING

Allen County Community College	12
Barton County Community College	10
Butler County Community College	12
Cloud County Community College	9
Coffeyville Community College	5
Colby Community College	7
Cowley County Community College	8
Dodge City Community College	7
Fort Scott Community College	7
Garden City Community College	5
Highland Community College	5
Hutchinson Community College	11
Independence Community College	10
Johnson County Community College	15
Kansas City Kansas Community College	11
Labette County Community College	8
Neosho County Community College	5
Pratt Community College	0
Seward County Community College	7
Flint Hills Technical College	2
Manhattan Area Technical College	3
North Central Kansas Technical College	1
Northwest Kansas Technical College	1
Salina Area Technical College	1
Wichita Area Technical College	3
Emporia State University	10
Fort Hays State University	12
Kansas State University	12
Pittsburg State University	14
University of Kansas	13
Wichita State University	9
Washburn University	14
TOTAL	249

REPORTS

Discipline: ART

Kansas Regents System Number (KRSN) and Title: ART1040-DRAWING I

Chair/Facilitator(s): Paul Hemmerla, KCKCC

Transfer and Articulation Council Liaison: Alison Wheatley, KSU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	ART126 Drawing I	3	Tera Reed, reed@allencc.edu	Y	Y
Barton County CC	ARTS1214 Drawing I	3	Steve Dudek, Ddeks@bartonccc.edu	Y	Y
Butler CC	AR141	3	Valerie Haring, vharing@butlercc.edu	Y	Y
Cloud County CC	AR130 Drawing I	3	Amy Kearn, akearn@cloud.edu	Y	Y
Coffeyville CC	ARTS147 Drawing I	3	Michael DeRosa, michaeld@coffeyville.edu	N	
Colby CC	AR103 Drawing I	3	Jay Rebel, rebel.jay@colbycc.edu	N	
Cowley County CC	Foundation Drawing	3	Mark Flickinger, flickinger@cowley.edu	Y	Y
Dodge City CC	ART110 Drawing I	3	Devlin Goldworm, dgoldworm@dc3.edu	Y	Y
Flint Hills TC					
Fort Scott CC	ART1013 Drawing and Composition I	3	Regena Lance, regenal@fortscott.edu	Y	Y
Garden City CC	ARTS101 Drawing I	3	Kyle Chaput, kyle.chaput@gcccks.edu	N	
Highland CC	A107 Drawing I	3	Matt Leahy, mleahy@highlandcc.edu	N	
Hutchinson CC	AR110 Drawing I	3	Jerri Griffin, griffinj@hutchcc.edu	Y	Y
Independence CC	AED1023 Drawing & Composition	3	Janelle Null, jnull@indycc.edu	Y	Y
Johnson County CC	ART130 Drawing I	3	Larry Thomas, lthomas@jccc.edu	Y	Y
Kansas City KCC	FNAR0111	3	Paul Hemmerla, phemmerla@kckcc.edu	Y	Y
Labette CC	ART1034 Drawing I	3	John Ford, johnF@labette.edu	Y	Y
Manhattan Area TC					
Neosho County CC	ART113 Drawing I	3	Brad Wilkinson, bwilkinson@neosho.edu	Y	Y
North Central KTC					
Northwest KTC	CG107 Drawing I	3	Ian Tompkins, ian.tomplins@nwktc.edu	N	
Pratt CC	ART131 Drawing	3	Valarie Dellrocco, valaried@prattcc.edu	N	
Salina Area TC					
Seward County CC	AR1453 Drawing I	3	Susan Copas, susan.copas@sccc.edu	Y	Y
Wichita Area TC					
Emporia St. U.	AR101 Basic Drawing	3	Eric Conrad, econrad@emporia.edu	Y	Y
Fort Hays St. U.	ART210 Drawing I	3	Amy Schmierbach, aschmier@fhsu.edu	Y	Y
Kansas St. U.	ART190 Drawing I	3	Terri Schmidt, temero@ksu.edu	Y	Y
Pittsburg St. U.	ART233 Drawing I	3	James Oliver, joliver@pittstate.edu	Y	Y
U. Of Kansas	ART101 Drawing I	3	Maria Velasco, mvelasco@ku.edu	Y	Y
Wichita St. U.	ARTF145 Foundation Drawing	3	Robert Bubb, robert.bubb@wichita.edu		
Washburn U.	AR140 Drawing I	3	Glenda Taylor, glenda.taylor@washburn.edu	Y	Y
			TOTALS		

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Demonstrate fluency with a variety of drawing techniques and media
2. Demonstrate an understanding of vocabulary specific to the discipline of drawing
3. Translate observed three-dimensional forms as two-dimensional images
4. Demonstrate effective compositional strategies
5. Assess the strengths and weaknesses of personal artwork and the artwork of others

Next Recommended Course for Articulation: TWO DIMENSION DESIGN

Chair for Next Meeting: AMY SCHMIERBACH, FHSU

Next Meeting Date (year):

TAAC ACTION: Approved the outcomes for Drawing I and recommended the course to the Kansas Board of Regents for system wide transfer.

September 12, 2014

Discipline: Chemistry

Kansas Regents System Number (KRSN) and Title: CHM1030 GENERAL CHEMISTRY FOR NON MAJORS (ONE SEMESTER)

Chair/Facilitator(s): Chris Culbertson, KSU

Transfer and Articulation Council Liaison: Phil Speary, Butler CC and Jace Tice, NCKTC

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	CHE105-Intro to Chemistry	5	Todd Francis, francis@allencc.edu	Y	Y
Barton County CC	CHEM1802-Fundamentals of General Chem	5	William Bennett, bennettw@bartonccc.edu	Y	Y
Butler CC	CH105-Basic Chemistry	5	Robert Carlson, rcarlson@butlercc.edu	Y	Y
Cloud County CC	SC130-General Chemistry	5	John Austin	Y	Y
Coffeyville CC	CHEM101-Fundamentals of Chemistry	5	Amy Lumley, amyl@coffeyville.edu	Y	Y
Colby CC	CH176-Fundamentals of Chemistry	5	Jason Tew, Jason.tew@colbycc.edu	Y	Y
Cowley County CC	NO equivalent	5	Pam Smith, smithp@cowley.edu	Y	Y
Dodge City CC	CHEM100-General Chemistry & Lab	5	Barb Spohr, bspohr@dc3.edu	Y	Y
Flint Hills TC					
Fort Scott CC	CHE1095-Basic Chemistry		Robert Doyle	Y	Y
Garden City CC	CHEM105-General Chemistry	5	Jennifer Crawford, Jennifer.crawford@gcccks.edu	Y	Y
Highland CC	PS107-General Chemistry	5	Stephen Wuerz, swuerxz@highlandcc.edu	Y	Y
Hutchinson CC	CH101-General Chemistry	5	Jennifer Wiens, wiensj@hutchcc.edu	Y	Y
Independence CC	PHS1015-General Chemistry	5	Blain Mamiya, bmamiya@indycc.edu	Y	Y
Johnson County CC	CHEM120 – Chemistry in Society	5	Faith Jacobsen, fjacobs2@jccc.edu	Y	Y
Kansas City KCC	CHEM0109-General Chemistry	5	Mansoor Ansari, mansari@kckcc.edu	Y	Y
Labette CC	CHEM120-Introduction to Chemistry	5	Doug Ecoff, douge@labette.edu	Y	Y
Manhattan Area TC			Barbara Wenger, barbarawenger@Manhattantech.edu	Y	Y
Neosho County CC	CHEM105-Introduction to Chemistry CHEM106-Intro to Chem Lab	3 2	Luka Kapkiai, lkapkiai@neosho.edu	Y	Y
North Central KTC					
Northwest KTC	SCI176-Fundamentals of Chemistry with Lab	5	Darian Hybil, darianhybl@nwktc.edu		
Pratt CC	CHM176-Fundamentals of Chemistry	3	Carol Bonham, carolb@prattcc.edu		
Salina Area TC					
Seward County CC	CH1205-Intro. To Chemistry	5	Greg Gardner, greg.gardner@sccc.edu		
Wichita Area TC	CHM110		Linda Grossman, lgrossman@watc.edu	Y	Y
			TOTALS		
Emporia St. U.	CH120 General Chemistry CH121 General Chemistry Lab	3,2	Christine Morales, cmorales1@emporia.edu	Y	Y
Fort Hays St. U.	CHEM 100	3	Chad Magee, clmagee@fhsu.edu	Y	Y
Kansas St. U.	CHM110-General Chemistry CHM-111-General Chemistry lab	3,2	Chris Culbertson	Y	Y
Pittsburg St. U.	CHEM105/106-Introduction to Chemistry	3,1	Krisopher Mijares, kmijares@pittstate.edu	Y	Y
U. Of Kansas	CHEM100 – Chemistry in Context	3		Y	Y
Washburn U.	CH101 Chemistry in Context	3	Drew.vartia@washburn.edu	Y	Y
Wichita St. U.	CHEM103-Introductory Chemistry	5	Doug English, doug.english@wichita.edu	Y	Y
			TOTALS		

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

Learning Outcomes for a One Semester Non-Majors Course in Chemistry

1. Explain the chemical context of topics as they relate to the natural sciences and society.
2. Demonstrate knowledge of atoms, the periodic table, molecular structure and bonding.
3. Recognize differences between phases of matter.
4. Identify and analyze different types of chemical reactions, including energetics and stoichiometry.
5. Solve problems involving solutions and gases.
6. Record quantitative and qualitative data accurately. Critically analyze data and chemical information from various sources responsibly and accurately.
7. Apply knowledge of good laboratory practices.

Notes:

A. The 5 hour courses have a lab integrated with them. They will transfer as equivalent to both the lecture and lab course at institutions where the lecture and lab are split into 2 separate courses.

B. For institutions that separate the lectures and labs into 2 different courses, the lectures and labs will transfer one for one (i.e. if a student only takes the lecture then only the lecture course will transfer to another institution where the lecture is separated from the lab, (e.g. CHM110 KSU, CHEM100 at KU, CHEM 100 at FHSU, CHEM 105 Neosho, CHM176 Pratt, CH120 Emporia, CHEM105 Pittstate, and CH101 Wasburn are equivalent.)

C. The 3Yhr lecture classes will not transfer as equivalent to the 5 hr courses with integrated labs. Both the 3 hr lecture and lab course together will transfer as equivalent to the 5 hour courses.

Next Recommended Course for Articulation: 1 semester GOB course.

Chair for Next Meeting: Michelle Clark from Johnson County Community College (mclark31@jccc.edu)

Next Meeting Date (year): At the annual KCOG meeting

Meeting Notes:

There are 2 different types of one-semester non-majors chemistry courses. The first type (the one articulated above, we'll just call it introductory chemistry (IC)) is focused on giving students a general overview of the topics taught in a typical 2 semester introductory course for majors. This IC course will prepare students for the 2 semester majors sequence, but it is more often required for other majors where a general understanding of chemistry is necessary, e.g. agronomy, food science, nutrition, etc. It will also generally fulfill

the natural science general education requirement. Some consider this IC course, and sometimes teach it, as the equivalent of an honors high school course.

The second type of course is generally referred to as a General-Organic- Biochemistry or GOB course. This course is often a prerequisite for several health sciences fields, most importantly nursing. The topics covered in this course vary more than the topics covered in the IC course described above. The amount of general chemistry is truncated to allow more in depth learning of organic and biochemistry. The course material may also be partially stipulated by the nursing program at a particular school. Next year we are planning on working on a set of SLO's for the GOB course.

It can be confusing, however, because some nursing programs will accept either type of one-semester non-majors course or the first semester of the typical majors chemistry course for their prerequisite, other programs are much more selective.

The trend in teaching the one-semester course has been moving toward a more GOB approach. There are courses right now that are being taught as a GOB course, but the course description has not been changed to reflect this and so the course seems to be more aligned to the IC course we discussed at our meeting.

TAAC ACTION: No action was taken. Clarification was requested on determining the Chemistry courses that align with Allied Health programs and Liberal Arts programs.

Discipline: Communication/Speech

Kansas Regents System Number (KRSN) and Title: COM1020 INTERPERSONAL COMMUNICATION

Chair/Facilitator(s): Marg Yaroslaski

Transfer and Articulation Council Liaison: Bruce Mactavish, WU and Lou Benjamin, KSU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	COM211 Interpersonal Communication	3	Terri Piazzz, piazza@allencc.edu	N	Y
Barton County CC	COMM 1200 Interpersonal Communication	3	Bill Sheffield	Y	Y
Butler CC	SP102 Interpersonal Communication	3	Alexis Hopkins	y	Y
Cloud County CC	CM240 Interpersonal Communication	3	Jamie Durler, jdurler@cloud.edu	y	Y
Coffeyville CC	SPCH211 Interpersonal & Group Communications	3	Salina Meek, salinam@coffeyville.edu	y	Y
Colby CC	SP106 Interpersonal Communication	3	Todd Voss, todd.voss@colbycc.edu	n	
Cowley County CC	COM2725 Interpersonal Communication	3	Adam Borth, bortha@cowley.edu	y	Y
Dodge City CC	SP206 Interpersonal Communication	3	Marg Yaroslaski, myaroslaksi@dc3.edu	y	Y
Flint Hills TC	SP200 Interpersonal Communication	3	Denise Gilligan	y	Y
Fort Scott CC	SPE1093 Interpersonal Communication	3	Ruth Gardner	y	Y
Garden City CC	SPCH111 Interpersonal Communication	3	Bruce Exstrom	y	Y
Highland CC	SP105 Interpersonal Communication	3	Theresa Gossman, tgrossman@highlandcc.edu	n	
Hutchinson CC	SH210 Interpersonal Communication	3	Rachel Santine, santiner@hutchcc.edu	y	Y
Independence CC	COM1154 Interpersonal Communication	3	Konye Ori	y	Y
Johnson County CC	SPD 120 Interpersonal Communication	3	Myra Young, myyoung@jccc.edu	y	Y
Kansas City KCC	SPCH0201 Interpersonal Communication	3	Traci Dillavou, tdillavou@kckcc.edu	y	Y
Labette CC	Being developed		Tonya Bell, tonyab@labette.edu	y	Y
Manhattan Area TC	Not Offered			n	
Neosho County CC	COMM213 Interpersonal Communication	3	Nancy Hindle	y	Y
North Central KTC			Brenda Leiker, bleiker@ncktc.edu	n	
Northwest KTC				n	
Pratt CC	COM106 Interpersonal Communication	3	Heather Wilson, heatherw@prattcc.edu	n	
Salina Area TC	COM102 Interpersonal Communication	3	James Hawley	y	Y
Seward County CC	SP 1103 Interpersonal Communication	3	Gloria Goodwin, Gloria.goodwin@sccc.edu	y	Y
Wichita Area TC	SPH111 Interpersonal Communication	3	Valli Bashar	y	Y
Emporia St. U.	SP100 Interpersonal Communication	3	Stephen Catt, scatt@emporia.edu	y	Y
Fort Hays St. U.	COMM304 Intermediate Interpersonal Communication	3	Scott Robson, sjrobson@fhsu.edu	y	Y
Kansas St. U.	COMM322 Interpersonal Communication	3	Darren Epping, depping@ksu.edu	y	Y
Pittsburg St. U.	COMM530 Interpersonal Communication	3	Joey Pogue, jpogue@pittstate.edu	y	Y
U. Of Kansas	COMS 244 Interpersonal Communication	3	Beth Innocenti	y	Y
Wichita St. U.	COMM302 Interpersonal Communication	3	Rebecca Nordyke, becky.nordyke@wichita.edu	y	Y
Washburn U.	CN351 Interpersonal Communication	3	Kathy Menzie, kathy.menzie@washburn.edu	y	Y
			TOTALS		

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. **Demonstrate an ability to apply effective communication techniques within a variety of contexts.**
2. **Demonstrate an understanding of various effective conflict management skills.**
3. **Demonstrate an understanding of the impact of gender and culture on interpersonal communication.**
4. **Demonstrate an ability to analyze effective listening habits and skills.**
5. **Evaluate the role of verbal and nonverbal messages in interpersonal communication.**
6. **Recognize the role of perception of self and others in interpersonal communication.**

Next Recommended Course for Articulation: communication survey course, impact of technology on communication.

Chair for Next Meeting: Marg Yaroslaski

Next Meeting Date (year): The communication group is considering if the rapidly changing technology that impacts our daily communication requires a deeper look by this group at how we are teaching communication courses. We value our annual conversations but will understand if other groups need priority next year – we absolutely want to be in the rotation at least in alternate years.

2014 Annual Kansas Core Outcomes Groups Meeting
September 12, 2014
Communications Group Meeting Minutes

Goal

Agree on and approve common outcomes for Interpersonal Communication (IPC), and identify any courses we may want to review in future meetings.

IPC Outcomes

- Subcommittee developed outcomes for IPC in 2013. Outcomes were distilled down to 6 total outcomes.
- Outcomes voted on and approved. (1st Tonya Bell, 2nd Calvin Booth)
- Implementation for Fall 2015
 1. Demonstrate an ability to apply effective communication techniques within a variety of contexts
 2. Demonstrate an understanding of various effective conflict management skills
 3. Demonstrate an understanding of the impact of gender and culture on interpersonal communication
 4. Demonstrate an ability to analyze effective listening habits and skills
 5. Evaluate the role of verbal and nonverbal messages in interpersonal communication
 6. Recognize the role of perception of self and others in interpersonal communication

Issues with IPC Transfer

- Some issues with transfer have been experienced by some schools.
 - If IPC is categorized as upper division credit at a four year school, but categorized as a 200 level course by a community college, the course does not transfer as an upper division course. Typically then, another course has to be taken to fulfill the upper division course.
 - IPC course may not transfer to a four year school unless student is a communication major.
 - Some schools are asking for syllabi before approving transfer
- Group decided that if students/advisors experience issues with transfer after outcomes have been applied and approved for each college's IPC course, then students/advisors need to contact their KBOR representatives and report the issue, as the course must transfer. KBOR representatives can be identified through one's

division/department head. If KBOR representative is not available, students/advisors may contact Karla Wiscombe at kwiscombe@ksbor.org

- One thing to note is that IPC will never transfer as a public speaking course.
- One other thing to note is that if a student completes an associate's degree, then specific classes are not typically evaluated because of transfer and articulation agreements in Kansas.
- Another thing to note is the Chief Academic Officer has to approve the drop of a course from the KBOR transfer list
- If one wants a list of the courses that are part of the KBOR transfer initiative, one simply needs to visit the KBOR website. http://www.kansasregents.org/transfer_articulation
- All schools should consider adding the KBOR course code and verbiage about transfer to the master syllabus for the IPC course. Neosho used the following verbiage on their Fundamentals of Speech Master Syllabus:
 - KRSN: COM1010- Public Speaking (Kansas Regents Shared Number) Please visit the Kansas Board of Regents website for more information.

Recommendations for Next Course Evaluation

- No courses were recommended; however, the group would like to meet in 2015 or 2016 to have a discussion over the communication field and additional classes for consideration.
- The rest of the meeting was devoted to discussion of potential new courses, such as Introduction to Communication, Communication Survey Course, Conflict Resolution, and Mediation. Virginia Community College's Conference on Developing Courses in Conflict Resolution was also mentioned.
- The four-year schools listed the courses they have that are similar to this type of course:
 - **Wichita State:** COMM 130 Communication and Society, COMM 190 Introduction to Human Communication
 - **PITT State:** COMM 207 Introduction to Speech and Communication, COMM 200 Introduction to Mass Communication
 - **KSTATE:** COMM 120 Introduction to Human Communication, COMM 260 Introduction to Trial Advocacy
 - **Washburn:** COMM 101 Human Communication, COMM 150 Public Speaking
 - **Emporia:** SP 100 Interpersonal Communication, SP 101 Public Speaking
 - **Fort Hayes:** COMM 100 Public Speaking, COMM 125 Motion Pictures, COMM 128 Media and Society, COMM 208 Communication in Information Society—Introduction to Communication Theory
 - **KU:** COMS 235 Introduction to Rhetoric and Social Influence, COMS 244 Introduction to Interpersonal Communication Theory, COMS 246 Introduction to Intercultural Communication, COMS 232 The Rhetorical Tradition, COMS 210 Communication in Organizational and Professional Contexts

Incidentals

- Marg Yaroslaski was elected for Chair for next KBOR meeting
- Marg Yaroslaski will share IPC meeting minutes, outcomes, and competencies through the drop box

Motion to adjourn at 2:18 p.m.

Notetaker: Nancy Hindle from Neosho County Community College

TAAC ACTION: Approved the outcomes for Interpersonal Communication and recommended the course to the Kansas Board of Regents for system wide transfer.

Discipline: Health Sciences**Kansas Regents System Number (KRSN) and Title: HSC1010 NUTRITION****Chair/Facilitator(s): Dwight Moore, Washburn University****Transfer and Articulation Council Liaison: Karla Fisher, Butler CC and Peter Chung, PSU****Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	BIO115/HPE115 Basic Nutrition	3	Sharon Lowless, slawless@allencc.edu	Y	Y
Barton County CC	HOME1501 Basic Nutrition	3	Memouna Wallacce	Y	Y
Butler CC	FW278 Sport Nutrition		RickNeubauer, rneubauer@butler.edu	Y	Y
Cloud County CC	HE124 Nutrition	3	Bailey Garlow, bgarlow@cloud.edu	Y	Y
Coffeyville CC	FACS210 Nutrition	3	Cari Redden, carir@coffeyville.edu	Y	Y
Colby CC	AL101 Basic Nutrition	3	Michael Samuels, michael.samuels@colbycc.edu	Y	Y
Cowley County CC	HER5220 Principles of Nutrition	3	Carolyn Mentel, mentelc@cowley.edu	N	
Dodge City CC	AH140 Basic Nutrition	3		N	
Flint Hills TC	HHS119 Nutrition	3	Savannah Phillips, sphillips@fhctc.edu	Y	Y
Fort Scott CC	NUT1213 Nutrition I		Bill Rhoads, billr@fortscott.edu	Y	Y
Garden City CC	HMEC115 Basic Nutrition	3	Judy Whitehill, judy.whitehill@gcccks.edu	N	
Highland CC	BS110 Nutrition	3	Matt McElroy, mmcelroy@highlandcc.edu	N	
Hutchinson CC	HE202 Nutrition	3	Kathy Larson, larsonk@hutchcc.edu	Y	Y
Independence CC	BIO2053 Nutrition	3	Archana Lal, alal@indycc.edu	Y	Y
Johnson County CC	HMEC151 Nutrition and Meal Planning/BIOL235 General Nutrition	3	Anna Page, apage@jccc.edu	Y	Y
Kansas City KCC	BIOL0145 Nutrition	3	Curtis Smith, cvsmith@kckcc.edu	Y	Y
Labette CC	NURS151 Therapeutic Nutrition for Health Care Providers/PED114 Basic Nutrition	3	Kim Beachner, kimb@labette.edu	Y	Y
Manhattan Area TC	NTR105 Nutrition	3	Marilyn Mahan	Y	Y
Neosho County CC	FCS203 Nutrition	3		N	
North Central KTC	HE230 Principles of Nutrition	3	Sandy Gottschalk, sgottschalk@ncktc.edu	N	
Northwest KTC					
Pratt CC	BIO137 Nutrition	3	Carmen Forest, carmenf@prattcc.edu	N	
Salina Area TC	Not Offered				
Seward County CC	BI1403 Nutrition	3	Myron Perry, Myron.perry@sccc.edu	Y	Y
Wichita Area TC	ALH 110 Principles of Nutrition	3	Vrenda Pritchard, vpritchard@watc.edu	Y	Y
Emporia St. U.	GB385 Nutrition	3	Dwight Moore, dmoore@emporia.edu	Y	Y
Fort Hays St. U.	HHP230 Principles of Nutrition	3	Adam Holden, aholden@fhsu.edu	Y	Y
Kansas St. U.	HN132 Basic Nutrition	3	Brian Lindshield, blindsh@ksu.edu	Y	Y
Pittsburg St. U.	FCS203 Nutrition & Health	3	Carol Werhan, cwerhan@pittstate.edu	Y	Y
U. Of Kansas	HSES330 Principles of Nutrition and Health	3	Ashley Herda,	Y	Y
Wichita St. U.	NS331 Prin Diet & Nutrition	3	Ann Hunter, ann.hunter@wichita.edu	N	
Washburn U.	NU220 Principles of Nutrition	3	Linda Hummel	Y	Y

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Identify the six classes of nutrients and their sources.
2. Demonstrate an understanding of the processes of digestion, absorption, and metabolism of nutrients.
3. Employ available resources to make sound nutritional choices.
4. Explain energy balance and weight control as it relates to nutrition and wellness.
5. Describe nutritional needs throughout the lifespan.
6. Recognize global food safety, security, and sustainability issues.

Discussion:

There was a good discussion on the content of various nutrition courses. The general consensus was that these outcomes apply to the entry level nutrition course or to a general education type nutrition course. For many students, this basic or general nutrition course represents the one and only nutrition course required in their program of study. Other programs with multiple required courses in nutrition will likely have different outcomes for specific courses than those listed above.

A next course in a student's program of study was not identified as this is the only nutrition course that may be required. For example, in nursing programs, a program for which this course is often a requirement, does not have a second nutrition course.

Next Recommended Course for Articulation:

It was suggested by several attendees that pathophysiology or medical terminology would be courses to consider for articulation.

Chair for Next Meeting: Dwight Moore from Emporia State University

Next Meeting Date (year): not determined

TAAC ACTION: Approved the outcomes for *Nutrition* and recommended the course to the Kansas Board of Regents for system wide transfer.

Discipline: History**Kansas Regents System Number (KRSN) and Title: HIS1030 World History to 1500****Chair/Facilitator(s): Brad Fenwick****Transfer and Articulation Council Liaison: Randy Myers, Hutch CC and Bobbie Haviland, Allen CC****Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC			Steven Lee Dodson	Y	Y
Barton County CC			Linda McCaffery	Y	Y
Butler CC			Tim Myers	Y	Y
Cloud County CC			Scott Wright	Y	Y
Coffeyville CC				N	
Colby CC			Chris Price	Y	Y
Cowley County CC			Frank Arnold	Y	Y
Dodge City CC			Steve Haynes	Y	Y
Flint Hills TC				N	
Fort Scott CC			John Seal	Y	Y
Garden City CC				N	
Highland CC			Bill Noll	N	
Hutchinson CC			Brad Fenwick	Y	Y
Independence CC			Isaias McCaffery	Y	Y
Johnson County CC			Vin Clark	Y	Y
Kansas City KCC			Val Winn	N	
Labette CC			Tim Miller	Y	Y
Manhattan Area TC				N	
Neosho County CC				N	
North Central KTC				N	
Northwest KTC				N	
Pratt CC			Rhonda Westerhaus	N	
Salina Area TC				N	
Seward County CC			Gary Damron	Y	Y
Wichita Area TC				N	
Emporia St. U.			Chris Lovett	Y	Y
Fort Hays St. U.			Paul Nienkamp	Y	Y
Kansas St. U.			Kristin Mulready-Stone	Y	Y
Pittsburg St. U.			Jonathan Dresner	Y	Y
U. Of Kansas				N	
Wichita St. U.			George Dehner	Y	Y
Washburn U.			Tom Prasch	Y	Y
			OVERALL TOTALS	19	32

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

Core Student Learning Outcomes:

There are two core outcomes for World History to 1500

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

1. Utilize the basic tools of the craft of history:
 - Navigate library and other information systems and search processes.
 - Prioritize, analyze and synthesize historical materials and ideas.
 - Write and communicate clearly.
2. Describe and analyze change over time and global interactions.

In the interest of seamless transferability among Kansas institutions of higher learning, World History 1500-Present should cover the following:

Various Historical Perspectives and the Historian's Craft

Through clear communication, students should demonstrate an understanding and be able to analyze and synthesize at least three of the following historical lenses:

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

Origins and Characteristics of Prehistory

Relative to tracing and evaluating the origins and characteristics of prehistory, students will do the following:

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

Origins and Characteristics of the Earliest Major Civilizations

Students will trace and evaluate the origins and characteristics of the earliest major civilizations, including the following:

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

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

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

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

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

Students will describe and analyze the significant political, social, economic, religious, and cultural transformations, developments, and contributions of the post-classical civilizations, including the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

Comments:

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

Next Recommended Course for Articulation: US History to 1877

Chair for Next Meeting: Brad Fenwick

Next Meeting Date (year): 2016

TAAC ACTION: Approved updated outcomes for *World History to 1500* and the name change for this course (formerly *History of World Civilization to 1500*).

Discipline: History**Kansas Regents System Number (KRSN) and Title: HIS1040 World History 1500 to Present****Chair/Facilitator(s): Brad Fenwick****Transfer and Articulation Council Liaison: Randy Myers, Hutch CC and Bobbie Haviland, Allen CC****Courses from Kansas Public Institutions for which Core Outcomes apply (equivalent courses across the system) and Faculty Representatives:**

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	HIS 122 Western Civ. II	3	Steven Lee Dodson	Y	Y
Barton County CC	HIST1452 History of World Civ 1500 to Present	3	Linda McCaffery	Y	Y
Butler CC	HS202 History World Civ II	3	Tim Myers	Y	Y
Cloud County CC	SS121 Western Civilization II	3	Scott Wright	Y	Y
Coffeyville CC	Not Offered			N	
Colby CC	HI204 World Civilization 1600 to Present	3	Chris Price	Y	Y
Cowley County CC	HIS6421 World History II	3	Frank Arnold	Y	Y
Dodge City CC	HIST121 World History from 1500	3	Steve Haynes	Y	Y
Flint Hills TC	Not Offered			N	
Fort Scott CC	HIS2023 History of Civilization II	3	John Seal	Y	Y
Garden City CC	HIST102 Survey of Civilization II	3		N	
Highland CC	HIS104 Western Civ II	3	Bill Noll	N	
Hutchinson CC	HI104 World History since 1600	3	Brad Fenwick	Y	Y
Independence CC	HIS1003 History of Early Civilization	3	Isaias McCaffery	Y	Y
Johnson County CC	HIST152 World History II	3	Vin Clark	Y	Y
Kansas City KCC	HIST0205 Western Civ II	3	Val Winn	N	
Labette CC	HIST104 World Civilization Since 1500	3	Tim Miller	Y	Y
Manhattan Area TC	Not Offered			N	
Neosho County CC	HIST102 World Civilization II	3		N	
North Central KTC	Not Offered			N	
Northwest KTC	Not Offered			N	
Pratt CC	HST132 Survey of Civilization II	3	Rhonda Westerhaus	N	
Salina Area TC	Not Offered			N	
Seward County CC	HS11613 World Civ II	3	Gary Damron	Y	Y
Wichita Area TC	Not Offered			N	
Emporia St. U.	HI102 Modern World Civilization	3	Chris Lovett	Y	Y
Fort Hays St. U.	HIST111 Modern World Civilization	3	Paul Nienkamp	Y	Y
Kansas St. U.	HIST112 World History from 1450	3	Kristin Mulready-Stone	Y	Y
Pittsburg St. U.	HIST102 World History from 1500	3	Jonathan Dresner	Y	Y
U. Of Kansas	Not Offered			N	
Wichita St. U.	HIST100 World Civ Since 1500	3	George Dehner	Y	Y
Washburn U.	HI102 Modern World History	3	Tom Prasch	Y	Y
			OVERALL TOTALS	19	32

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

Core Student Learning Outcomes:

There are two core outcomes for World History 1500-Present.

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

1. Utilize the basic tools of the craft of history:
 - Navigate library and other information systems and search processes.
 - Prioritize, analyze, and synthesize historical materials and ideas.
 - Write and communicate clearly.
2. Describe and analyze change over time and global interactions.

In the interest of seamless transferability among Kansas institutions of higher learning, World History 1500-Present should cover the following:

Various Historical Perspectives and the Historian's Craft

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

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

Significant Political, Social, Economic, Religious, and Cultural Developments circa 1500-1800

Students should be able to describe and analyze the significant political, social, economic, religious, and cultural developments circa 1500-1800, including the following:

- Development and trends in Asia.
- Developments and trends in the Islamic world.
- Developments and trends in Sub-Saharan Africa.
- Developments and trends in the Americas.
- Developments and trends in the Pacific region.
- Developments and trends in Europe.

Significant Political, Social, Economic, Religious, and Cultural Developments circa 1750-1914

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

- Revolutionary movements.
- Ideologies of the era, including liberalism, conservatism, democracy, nationalism, republicanism, and socialisms.
- Processes and consequences of Industrialization.
- Processes and consequences of Imperialism.

Significant Political, Social, Economic, Religious, and Cultural Developments circa 1914-Present

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

- Causes and global consequences of World War I.
- Competing ideologies of the Interwar period, including Leninism, Stalinism, Fascism, and Nazism.
- Causes and global consequences of World War II.
- Causes and global consequences of the Cold War.
- Decolonization and state formation in Africa, Asia, and the Middle East.
- Contemporary issues in a global context.

Comments:

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

Next Recommended Course for Articulation: US History to 1877

Chair for Next Meeting: Brad Fenwick

Next Meeting Date (year): 2016

TAAC ACTION: Approved outcomes for *World History 1500 to Present* and recommended the course to Kansas Board of Regents for system wide transfer.

September 12, 2014

Discipline: Mathematics

Kansas Regents System Number (KRSN) and Title: MAT1020 ELEMENTARY STATISTICS

Chair/Facilitator(s): Paul Walcher, Neosho

Transfer and Articulation Council Liaison: Andy Anderson, JCCC and Dr. Linnea Glenmayer, WSU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	MAT115 Elementary Statistics	3	Steve Sodergren	Y	N
Barton County CC	MATH1929 Elements of Stats MATH 1827 Lab for Stats	3 1	Ange Sullivan	Y	N
Butler CC	MA210 Applied Statistics		Donna Gorton	Y	N
Cloud County CC	MA114 Elementary Statistics	3	Gwen Carnes	Y	N
Coffeyville CC	MATH250 Elementary Statistics	3	Kendall Payne	Y	Y
Colby CC	MA205 Elements of Statistics	3	John Olson	Y	N
Cowley County CC	MTH4423 Elementary Statistics	3	Uwe Conrad	Y	N
Dodge City CC	MATH230 Elementary Statistics	3	Dylan Faullin	Y	N
Flint Hills TC				N	
Fort Scott CC	MAT2253 Elementary Statistics	3	Dee Ann Vanluyck	Y	N
Garden City CC	MATH110 Fund Stats	3	Michael Boateng	Y	N
Highland CC	MAT203 Basic Statistics	3	Lauren Jacobs	Y	N
Hutchinson CC	MA108 Elements of Statistics	3	Pam Turner	Y	N
Independence CC	MAT1103 Elementary Statistics	3	Brian Southworth	Y	N
Johnson County CC	MATH181 Statistics		Steve Wilson	Y	N
Kansas City KCC	MATH0115 Statistics		Paige Darby	Y	N
Labette CC	MATH120 Elementary Statistics	3	Ralph Gouvion	Y	Y
Manhattan Area TC	MAT145 Elementary Statistics	3	Maria O'Halloran	Y	N
Neosho County CC	MATH143 Elementary Statistics	3	Paul Walcher	Y	N
North Central KTC	MA200 Elementary Statistics	3	Mark Pahls	Y	N
Northwest KTC	BA250 Business Statistics	3		N	
Pratt CC	MTH181 Elem. Statistics	3		N	
Salina Area TC	Not Offered			N	
Seward County CC	MA2103 Elementary Statistics	3	Luke Dowell	Y	N
Wichita Area TC	MTH120		Shelby Jansen	Y	N
			TOTALS	21	
Emporia St. U.	MA120 Elementary Statistics	3	Larry Scott	Y	N
Fort Hays St. U.	MATH250 Elements of Statistics	3	Bill Weber	Y	N
Kansas St. U.	STAT325 Intro to Statistics	5	Christopher Vahl	Y	N
Pittsburg St. U.	MATH143 Elementary Statistics	3	Tim Flood	Y	Y
U. Of Kansas	MATH Elementary Statistics	3	Marge Bayer	Y	N
Washburn U.	MA140 Statistics	3	Kevin Charlwood	N	
Wichita St. U.	STAT370 Elem Statistics	3	Leo Huelskamp	Y	N
			TOTALS	6	

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

Basic Descriptive Statistics: Organizing and describing data

- Define and distinguish between categorical (qualitative) and numerical (quantitative) data.
- Distinguish between data from an observational study and data from a designed experiment.
- Organize data in frequency tables and contingency tables.
- For a given set of data, construct appropriate graphical displays of qualitative and quantitative data
- Describe the general shape of data, skewed left, skewed right, normal or other symmetric.
- Calculate the measures of central tendency including mean and median.
- Calculate the measures of dispersion including range, standard deviation, variance, and interquartile range; explain the meaning of dispersion as it relates to a problem.
- Use a statistical package on a graphics calculator or a computer to enter data and analyze results.
- Measure the position of a data point by computing a percentile

Introduction to Probability: Finding the theoretical probability of an event

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

Random Variables: Determining probabilities of a random variable

- Distinguish between discrete and continuous random variables.
- Find and interpret the mean and the standard deviation of a probability distribution.
- Recognize Bernoulli populations.
- Use the normal distribution to solve percent problems for normally distributed populations.
- Use the normal distribution to solve probability problems for normally distributed random variables.

Random Sampling and Sampling Theory: Generating distributions for sample means

- Calculate the mean for a distribution of sample means.
- Calculate the standard deviation for a distribution of sample means.
- Assess normality of a set of data.
- Demonstrate the use of the Central Limit Theorem and explain its importance.

Estimating the Mean

- Construct confidence intervals for a population mean and a difference of two population means and interpret them in context.
- Construct confidence intervals for a population proportion and a difference of two population proportions and interpret them in context.

Using Hypothesis Tests

- Perform hypothesis tests for a population mean and a difference of two population means and interpret results.
- Perform a hypothesis test for a population proportion and a difference of two population proportions and interpret results.

- Explain Type I error, Type II error, p-value, significance level and power of test in context.
- Perform Chi-squared tests.

Linear Regression: Making predictions with linear data

- Create a scatter plot and calculate a correlation coefficient for bivariate data.
- Construct a linear regression equation, interpret the results, and test significance of slope.
- Use a linear regression equation to make predictions about data.
- Calculate the coefficient of determination for a linear regression equation and interpret results.

Next Recommended Course for Articulation: Elementary Statistics

Chair for Next Meeting: Paul Walcher

Next Meeting Date (year): 2015

TAAC ACTION: No action was taken, allowing the group to gather feedback from client disciplines. Steve Wilson and Paul Welcher will use feedback to possibly build a course to be considered at the 2015 meeting, if not before.

Discipline: Mathematics

Kansas Regents System Number (KRSN) and Title: MAT1030 TRIGONOMETRY

Chair/Facilitator(s): Paul Walcher

Transfer and Articulation Council Liaison: Andy Anderson, JCCC and Dr. Linnea Glenmayer, WSU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member (present)	Present Y or N	Vote Y or N
Allen County CC	MAT106 Plane Trigonometry	3	Doug Joseph	Y	Y
Barton County CC	MATH1830 Trigonometry	3	Jo Harrington	Y	Y
Butler CC	MA140 Trigonometry	3	Larry Friesen (Robert Zavala)	Y	N
Cloud County CC	MA112 Trigonometry	3	Mark Whisler	Y	Y
Coffeyville CC	MATH106 Trigonometry	3	Shelby Eytcheson	Y	Y
Colby CC	MA185 Plane Trigonometry	3	Brad Griffith	Y	Y
Cowley County CC	MTH4425 Trigonometry	3	Uwe Conrad	Y	Y
Dodge City CC	MATH110 Trigonometry	3	Dylan Faullin	Y	Y
Flint Hills TC				N	Y
Fort Scott CC	MAT1093 Trigonometry		Dee Ann Vanluyck	Y	Y
Garden City CC			Michael Boateng	Y	Y
Highland CC	MAT105 Trigonometry	3	Carol White	Y	Y
Hutchinson CC	MA107 Plane Trigonometry	3	Allen Pinkall	Y	Y
Independence CC	MAT1093 Plane Trigonometry	3	Brian Southworth	Y	Y
Johnson County CC	MATH172 Trigonometry		Ron Palcic (Donna Helgeson) (Brett Cooper) (Jeff Lewis) (Phil Veer)	Y	Y
Kansas City KCC	Trigonometry		Paige Darby	Y	Y
Labette CC	MATH125 Trigonometry	3	David Beach	Y	Y
Manhattan Area TC	Not Offered		Maria O'Halloran	Y	Y
Neosho County CC	MATH122 Plane Trigonometry	3	Paul Walcher	Y	Y
North Central KTC			Mark Pahls	Y	Y
Northwest KTC	MATH140 Trigonometry	3		N	
Pratt CC	MTH183 Trigonometry	3		N	
Salina Area TC	Not Offered			N	
Seward County CC	MA1183 Trigonometry	3	Luke Dowell	Y	Y
Wichita Area TC	MTH113		Shelby Jansen	Y	N
				21	
Emporia St. U.	MA112 Trigonometry	2	Joe Yanik	Y	Y
Fort Hays St. U.	MATH122 Plane Trigonometry	3	Michelle Zeng	Y	Y
Kansas St. U.	MATH150 Plane Trigonometry	3	John Maginnis	Y	Y
Pittsburg St. U.	MATH122 Plane Trigonometry	3	Tim Flood,	Y	Y
U. Of Kansas	MATH103 Trigonometry	2	Marge Bayer	Y	Y
Wichita St. U.	MATH123 College Trigonometry	3	Paul Scheuerman	Y	Y
Washburn U.	MA117 Trigonometry	3	Kevin Charlwood	N	
			TOTALS	6	

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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. Define the trigonometric functions using both a right triangle and the unit circle.
2. Define and interpret radian measurement. Recognize and apply circular functions as real-valued functions.
3. Solve for unknown sides/angles within right triangles and know trigonometric function values for special angles (multiples of $\pi/6$ and $\pi/4$).
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 apply 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 applied problems including but not limited to vectors.
10. Derive the trigonometric form of complex numbers and perform calculations with them including products and quotients.
11. Translate between rectangular and polar coordinates and graph within the polar coordinate system.

Next Recommended Course for Articulation: Elementary Statistics

Chair for Next Meeting: Paul Walcher

Next Meeting Date (year): 2015

TAAC ACTION: Approved the outcomes for *Trigonometry* and recommended the course to the Kansas Board of Regents for system wide transfer.

Kansas Core Outcomes for Math

Minutes of September 2014 meeting

Discipline: Mathematics

Courses Discussed (and any modification): Plane Trigonometry and Elementary Statistics

Minutes:

The meeting was called to order at 12:20. Roll was taken (for both disciplines) and introductions were made, Trigonometry was the first item on the agenda to be discussed. The majority of the Trigonometry discussion focused on outcomes 10 and 11 (the only new outcomes to the list). Carol White (Highland) and Mark Whisler (Cloud County) both raised the question as to whether this material deserved to be on the list (since it wasn't on the previous list, not all colleges were teaching this material) and whether it could fit (considering how full the Trigonometry course already is).

It was decided to keep both outcomes but with slightly altered wording. The consensus, paraphrasing John Maginnis, was that the group wanted the students at least exposed to the material in these outcomes. A vote was then taken on the Trigonometry outcomes and the list of outcomes was approved with 6 Universities and 21 community and technical colleges voting (absent votes count toward the majority). From the universities, there were 6 yes votes and 1 absent (unanimous approval). From the community and technical colleges there were 19 Yes (approve) votes, 2 No votes, and 4 absent.

Next there was some discussion as to what the "next course" would be after Trigonometry (for use in the TAAC's quality control). John Maginnis raised the point that although many students take Calculus I after Trigonometry, their performance in Trigonometry is not a good indicator of their success in Calculus I. Generally if a student is not doing well in Calculus I, it's due to poor skills in other areas (Algebra). On the other hand, students with no Trigonometry background will sink and sink fast in Calculus II. After further discussion the recommendation of the group was that the Calculus sequence (especially Calculus II) should serve as "the next course" after Trigonometry.

The Statistics discussion opened with a brief summary of the events of the past year. There was considerable discussion (including some surprise participation from Karla Wiscombe, the Assistant Director of Academic Affairs/Transfer Coordinator for KBOR) about why the College Algebra prerequisite statement was not allowed and the consequences of its removal. Karla shared that the TAAC is only concerned with outcomes and, since it was against their charter to require prerequisites, if we needed a certain rigor we should write it within the outcomes. Later in the meeting, Marge Bayer (KU) made the case that forcing her college to accept a transfer of a class that didn't have a prerequisite was infringing on her institution's right to require a prerequisite on that course. Tim Flood, Larry Scott, and Paul Scheurman all commented (at different times) that they use prerequisites as one tool to determine whether a transfer is appropriate. It was decided to take a vote to see if the 2013 list of outcomes would still be approved without the prerequisite statement. The vote from community and technical

colleges was 19 No, 2 Yes, and 4 absent. The vote for universities was 5 No, 1 Yes, and 1 absent. In a related move, a motion was made at the end of the meeting to ask the TAAC to remove the list of Elementary Statistics outcomes from their website since it is not the one we approved. An oral vote was conducted and there was unanimous approval for the motion.

The discussion continued after the vote and eventually turned from the prerequisite problem to the larger issue of whether the current outcome list was appropriate at all. Both in e-mails the previous week and at the meeting, Christopher Vahl (KSU) argued that the 2013 list was not a good example of what an Elementary Statistics course should be. He emphasized that much of the material was an unnecessary digression from Statistics into mathematics and that, while mathematics is used when it is needed in Statistics, it shouldn't be the focus of the course. Earlier in the week he had submitted a new list of outcomes to be considered by the group. The new list, while bearing some similarities to the old, has been trimmed and rewritten to have a much stronger focus on Statistics. Paul Scheuerman reminded the group that WSU's Elementary Statistics course (and its equivalent transfers) services a wide variety of client disciplines and the list that was approved last year omits a considerable amount of material that the client disciplines had previously asked for. There was also some question (raised many times by many peoples) of whether the group was even discussing a single class since the group certainly agreed that not every course listed on the TAAC's website is equivalent (both Pittsburg State and KSU agree their courses should not transfer to each other as equivalent). But if the proposal from KSU is adopted and a more focused statistics course is introduced, should the material that was removed be folded into another preexisting class or perhaps even become a new class altogether. Perhaps the Math for Liberal Arts class the group has been discussing for years might be a good fit for a study of probability. Since Elementary Statistics is a service course, these questions really need to be answered by client disciplines. As a result it was decided that the universities should go back to their client disciplines and ask them what they want from a statistics course. It was recommended that both the 2013 list and the KSU proposed list should be shared with the client disciplines to solicit feedback and on what they want in the course (they should feel free to suggest additions as well). Steve Wilson and Paul Walcher volunteered to help take any feedback the universities receive and use it to build a list (or listFrom this feedback group would solicit feedback to build a course to be considered at the 2015 meeting (if not before). Once a set of topics was found, it was also recommended that the outcomes be phrased in such a way as to require college algebra if that level of rigor was still required in the course (or courses) to be considered.

Other points of discussion

There was some concern whether a discussion of Elementary Statistics was getting outside the realm of transferrable general education courses.

There was some question about whether a room full of mathematicians should be deciding how a Statistics course should be taught.

Paul Walcher was confirmed as chair/facilitator for another year.

The meeting was adjourned at 3:18.

Discipline: Modern Language-French

Kansas Regents System Number (KRSN) and Title: FRN1020 FRENCH II

Chair/Facilitator(s): Janette Funaro, JCCC

Transfer and Articulation Council Liaison: Sara Rosen, KU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	Not Offered			Y	Y
Barton County CC	LANG1916 Elementary French II	5	Kim Hoglund, hoglundk@bartonccc.edu	Y	Y
Butler CC	FL119 Beginning French II		Leslie Pierson pierson1@butlercc.edu	Y	Y
Cloud County CC	Not Offered		Mark Malone mmalone@cloud.edu	Y	Y
Coffeyville CC	Not Offered				
Colby CC					
Cowley County CC	Not Offered				
Dodge City CC	Not Offered				
Flint Hills TC					
Fort Scott CC	Not Offered				
Garden City CC					
Highland CC					
Hutchinson CC	FR102 Elementary French II	5	Charlene Widener, widenerc@hutchcc.edu		
Independence CC	FRL1015 French II	5	CameliaJadic, cjadic@indycc.edu		
Johnson County CC	FL141 Elementary French II		Janette Funaro, jfunaro@jccc.edu	Y	Y
Kansas City KCC	LANG0102 French II	5	Bruno Wambi, bwambi@kckcc.edu	Y	Y
Labette CC	Not Offered				
Manhattan Area TC	Not Offered				
Neosho County CC	Not Offered				
North Central KTC					
Northwest KTC					
Pratt CC	Not Offered				
Salina Area TC	Not Offered				
Seward County CC	Not Offered				
Wichita Area TC	Not Offered				
Emporia St. U.	FR210 French Language & Culture II	5			
Fort Hays St. U.	MLNG202 Beginning French II	5	Norma Pipkin, nlpipkin@fhsu.edu		
Kansas St. U.	FREN112 French II	5	Melinda Ann Cro, macro@ksu.edu	Y	Y
Pittsburg St. U.	MLL128 French Language and Culture II		MyriamKrepps, mkrepps@pittstate.edu	Y	Y
U. Of Kansas	FREN120 Elementary French II	5	Kim Swanson kswanson@ku.edu	Y	Y
Wichita St. U.	FREN112 Elementary French II	5	Wilson Baldrige, wilson.baldrige@wichita.edu	Y	Y
Washburn U.	FR102 Beginning French II	4	Courtney Sullivan, courtney.sullivan@washburn.edu	Y	Y
			TOTALS	10	10

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

French II Core Outcomes

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

1. Converse and present in French at sentence level and manage simple, everyday situations. Contexts include French I topics (self, family and friends, preferences and routine activities) and at least five of the following topics: weather, food, technology, travel, media, arts, clothing, health, studies/professions, urban life, and relationships.
2. Converse and present in French in the present, *passé composé*, *imparfait*, and *futur proche*; complete the following tasks: ask and answer elementary questions, formulate simple opinions, compare and contrast, describe.
3. Write simple paragraphs in French in past, present and future time, recombining learned vocabulary and structures.
4. Demonstrate comprehension of contextualized aural input in French in highly predictable situations and on learned topics through speaking and/or writing in French.
5. Demonstrate comprehension of contextualized written material in French on learned topics through speaking and/or writing in French.
6. Compare and contrast aspects of French and Francophone cultures with one's own culture. Respond appropriately in contexts requiring varying levels of politeness and formality.

Next Recommended Course for Articulation: The group discussed at length the state of French programs at the institutions represented. Budget issues are causing some schools to limit or curtail language programs; at other institutions, low enrollments sometimes mean that a particular level of French is cancelled -- or not offered at all -- during a particular semester. This can leave "holes" in offerings that make it difficult for students to finish a sequence of courses.

Intermediate-level sections ("French III" and "French IV"), already much fewer in number than French I and French II sections because of normal attrition, are rarer still today. In addition, at this level, courses at different institutions begin to take divergent paths in terms of sequence of grammar items and topics treated. For these reasons, the committee suggested that KBOR may not see French III as a course that warrants a learning outcomes meeting. Still, all participants agreed that the group should meet next year to discuss Intermediate-level French courses in general.

Chair for Next Meeting: Melinda Ann Cro from Kansas State University generously volunteered to serve the as Chair for next year's meeting. (Dr. Cro chaired the meeting on French I in 2013.)

Next Meeting Date (year): The committee agreed that it is important to meet next year, 2015.

TAAC ACTION: Approved outcomes for *French II* and recommended the course to the Kansas Board of Regents for system wide transfer.

Discipline: SPANISH

Kansas Regents System Number (KRSN) and Title: SPA2010 SPANISH III

Chair/Facilitator(s): ANGELIQUE COURBOU, KSU

Transfer and Articulation Council Liaison: LISA BECK & CASEY WALLACE, UNIV. OF KS

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC					
Barton County CC					
Butler CC	FL201: INTERMEDIATE SPANISH	5	CALISA MARLAR	Y	Y
Cloud County CC					
Coffeyville CC					
Colby CC					
Cowley County CC					
Dodge City CC					
Flint Hills TC					
Fort Scott CC					
Garden City CC					
Highland CC					
Hutchinson CC	SP105: ELEMENTARY SPANISH III	5	CHARLENE WIDENER	Y	Y
Independence CC	FRL2035: SPANISH III	5	CAMELIA JADIC	Y	Y
Johnson County CC	FL230: INTERMEDIATE SPANISH I	3	LUZ M. ALVAREZ	Y	Y
Kansas City KCC	LANGO243: SPANISH III	3	AWILDA OLSON	Y	Y
Labette CC					
Manhattan Area TC					
Neosho County CC					
North Central KTC					
Northwest KTC					
Pratt CC					
Salina Area TC					
Seward County CC					
Wichita Area TC					
			TOTALS	5	5
Emporia St. U.	SA313: INTERMEDIATE I	4	LUISA C. PEREZ	Y	Y
Fort Hays St. U.	MLNG325: INTERMEDIATE I	3	CONCHITA ESPINO	Y	Y
Kansas St. U.	SPAN261: SPANISH III	5	ANGELIQUE COURBOU	Y	Y
Pittsburg St. U.	SPAN254: GRAMMAR&COMP 1	3	ERIC ROJAS	Y	Y
U. Of Kansas	SPAN212: INTERMEDIATE SPANISH I	3	JULIA MURRAY	Y	Y
Wichita St. U.	SPAN210: INTERMEDIATE SPANISH	5	TERILYN ABBOTT	Y	Y
Washburn U.	SP201: INTERMEDIATE SPANISH I	3	MIGUEL GONZALEZ-ABELLAS	Y	Y
			TOTALS	7	7

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Interact orally in Spanish using compound, connected sentences in a variety of predictable social topics.
2. Create and deliver an oral presentation on familiar level-appropriate topics in past, present, and future.
3. Compose level-appropriate paragraphs on topics of interest and experiences, using a variety of tenses and moods to convey an intended message.
4. Interpret Spanish aural input in predictable personal and social contexts by generating an appropriate response.
5. Interpret contextualized written material in Spanish through speaking, writing or other appropriate responses.
6. Apply temporal references (past, present, and future) and demonstrate knowledge of moods through speaking, writing, listening, and reading.
7. Relate Spanish-speaking cultures to own personal communities through speaking, writing or other appropriate assessments.

Next Recommended Course for Articulation:

- We are not recommending another course for articulation. Instead, we would like to invite all institutions to return and use our time next year to meet, discuss, and review all participating institutions' scopes & sequences for Spanish I, II, and III.
- During the academic year 2014-2015, the Chair will gather information (syllabi, book information, and any other pertinent information) from all participating institutions to begin and facilitate the 2015 KCOG meeting's discussion regarding these courses.
- Core Outcomes for Spanish I, II, and possibly III, may be amended, which will require discussion and a vote from all institutions present.

Chair for Next Meeting:

- Angélique Courbou, Kansas State University, will continue as Chair.

Next Meeting Date (year):

- TBA

TAAC ACTION: Approved the outcomes for *Spanish III* and recommended the course to the Kansas Board of Regents for system wide transfer.

Discipline: Physics

Kansas Regents System Number (KRSN) and Title:

PHY1020 DESCRIPTIVE ASTRONOMY AND LABORATORY

PHY1021 DESCRIPTIVE ASTRONOMY

PHY1022 DESCRIPTIVE ASTRONOMY LABORATORY

Chair/Facilitator(s): Gavin Buffington, FHSU

Transfer and Articulation Council Liaison: Joey Linn, FHSU and Melinda Roelfs, PSU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	PSC180 Intro. to Astronomy	3	Les Thomas, thomas@allencc.edu	Y	Y
Barton County CC	PHSC1408 Astronomy	3	Tim Folkerts, folkertst@bartonccc.edu	Y	Y
Butler CC	PH103 Descriptive Astronomy	4	Danny Mattern, dmattern@butlercc.edu	Y	Y
Cloud County CC	SC105 General Astronomy	4	Dennis Smith, dsmith@cloud.edu	Y	Y
Coffeyville CC	Not Offered				
Colby CC	PH180 Descriptive Astronomy	4	Brent Wilson, brent.wilson@colbycc.edu	Y	N
Cowley County CC	PHS4530 Introductory Astronomy	5	Martin Shaffer, shafferm@cowley.edu	Y	Y
Dodge City CC	PHYS110 Intro to Astronomy PHYS112 Astronomy Lab	3 1	Sherry Curtis, scurtis@dc3.edu	Y	Y
Flint Hills TC	Not Offered				
Fort Scott CC	Not Offered		Elie Riachi	Y	Y
Garden City CC	PHSC106 Descriptive Astronomy	3	Praveen Vadapally, praveen.vadapally@gcccks.edu	N	
Highland CC	PS108 Astronomy	4	Ron Adams, radams@highlandcc.edu	Y	Y
Hutchinson CC	PY101 Descriptive Astronomy	3	Chuck Buller, bullerc@hutchcc.edu	Y	Y
Independence CC	PHS1085 Descriptive Astronomy	5	Mona Saleh, msleh@indycc.edu	Y	Y
Johnson County CC	ASTR120 ASTR122	3 4	William Koch, wkoch@jccc.edu	Y	Y
Kansas City KCC	NASC0107 Introduction to Astronomy NASC0108 Lab	4 1	Chandra Thapa, cthapa@kckcc.edu	Y	Y
Labette CC	PHSC103 Introduction to Astronomy	5	Josh Cochran, joshc@labette.edu	N	
Manhattan Area TC	Not Offered				
Neosho County CC	PHYS102 Fundamentals of Astronomy PHYS103 Fund of Astronomy Lab	3 2		N	
North Central KTC	Not Offered			N	
Northwest KTC	Not Offered			N	
Pratt CC	Not Offered			N	
Salina Area TC	Not Offered			N	
Seward County CC	PSI 313 Introduction to Astronomy	3	Darrin Hook	Y	Y
Wichita Area TC	PHS115		Jennifer Vigil, jvigil@watc.edu	N	
Emporia St. U.	PS 218 or PH110/111	3 or 4/1	Jorge Ballester	Y	Y
Fort Hays St. U.	PHYS309 Descriptive Astronomy	3	Gavin Buffington gbuffing@fhsu.edu	Y	Y
Kansas St. U.	PHYS191 Descriptive Astronomy	3	Michael O'Shea, mjoshea@ksu.edu	Y	Y
Pittsburg St. U.	PHYS175 Descriptive Astronomy PHYS176 Astronomy Lab	3 1	David Kuehn, dkuehn@pittstate.edu	Y	Y
U. Of Kansas	Not Offered		Bruce Twarog	Y	Y
Wichita St. U.	PHYS195 Intro to Modern Astronomy PHYS196 Lab in Modern Astronomy	3 1		N	
Washburn U.	AS101 Intro to Astronomy-Cosmology AS102 Intro to Astronomy-Solar System	3 3	Brian Thomas, brian.thomas@washburn.edu	Y	Y

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

KSRN PHY xxxx Descriptive Astronomy

Descriptive Astronomy is a course in which the student studies the universe including the dark sky, planetary systems, the Sun and stars, galaxies and cosmology.

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

1. Explain the scientific method
2. Interpret astronomical observations, demonstrate critical thinking and basic problem solving
3. Explain astronomical phenomena in terms of appropriate scientific models
4. Explain and critique science as presented in the media

KSRN PHY xxxx Descriptive Astronomy Laboratory

Descriptive Astronomy Laboratory is a course in which the student investigates the universe including the dark sky, planetary systems, the Sun and stars, galaxies and cosmology.

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

1. Identify, locate and predict characteristics of celestial objects
2. Effectively utilize the tools of observational astronomy
3. Generate and communicate conclusions based on data and analysis of observations

The Physics course that was examined by the above faculty was Descriptive Astronomy and Descriptive Astronomy Lab.

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

Dr. Gavin Buffington pulled up the roster of faculty/courses electronically and role was taken.

The first topic of discussion was where there should be two separate set of learning outcomes. One for the lecture and one for the lab. The decision was made to draft two sets of learning outcomes because some institutions do not offer the lab with the lecture. Others require the lab with the lecture.

The learning outcomes were then discussed directed at the Descriptive Astronomy lecture. Language was crafted and four outcomes were approved. There was one dissenting vote who did not want the first learning outcome of “explain the scientific method” included. Everyone else voted to approve the outcomes.

Descriptive Astronomy lab was then discussed. Language was crafted and three outcomes were developed. The group unanimously passed the lab learning outcomes.

Upon completion of writing the learning outcomes, the group decided to review the courses listed below at next year’s conference if allowed to do so.

Dr. Gavin Buffington was once again voted to be chair next year.

Recommended Course(s) for articulation at 2015 Kansas Core Outcomes Project Meeting:

Engineering Physics I (calculus based)
Engineering Physics I Laboratory (calculus based)
Engineering Physics II (calculus based)
Engineering Physics II Laboratory (calculus based)

Chair for 2015: Dr. G. D. Buffington, Fort Hays State University

TAAC ACTION: Approved the outcomes for *Descriptive Astronomy* and *Descriptive Astronomy Lab*, as well as the combined outcomes for *Descriptive Astronomy and Lab* and recommended the courses to the Kansas Board of Regents for system wide transfer.

Discipline: Political Science

Kansas Regents System Number (KRSN) and Title: POL1030 INTERNATIONAL RELATIONS

Chair/Facilitator(s): Michael Smith, ESU

Transfer and Articulation Council Liaison: Jon Marshall, Allen CC

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	POLS250 International Relations	3	Jon Wells, wells@allencc.edu		
Barton County CC	POLS1804 International Relations	3	Skip Elser, elsert@bartonccc.edu		
Butler CC	PO201 International Relations	3	Randy Bush, rbush@butlercc.edu	Y	Y
Cloud County CC	Not Offered				
Coffeyville CC	Not Offered				
Colby CC					
Cowley County CC	Not Offered				
Dodge City CC	Not Offered				
Flint Hills TC					
Fort Scott CC	Not Offered				
Garden City CC					
Highland CC					
Hutchinson CC	GO102 International Relations	3	Femi Ferreira, ferreiraf@hutchcc.edu	Y	Y
Independence CC	Not Offered				
Johnson County CC	POLS135	3	Jim Burns	Y	Y
Kansas City KCC	POSC0102	3	Ewa Unoke, eunoke@kckcc.edu	Y	Y
Labette CC	Not Offered				
Manhattan Area TC	Not Offered				
Neosho County CC	Not Offered		Mark Eldridge	Y	Y
North Central KTC					
Northwest KTC					
Pratt CC	Not Offered				
Salina Area TC	Not Offered				
Seward County CC	Not Offered				
Wichita Area TC	Not Offered				
Emporia St. U.	PO330 International Relations	3	Michael Smith, msmith3@emporia.edu	Y	Y
Fort Hays St. U.	POLS230 Introduction to International Relations	3	Josephine Squires, jsquires@fhsu.edu	Y	Y
Kansas St. U.	POLSC333 World Politics	3	Sam Bell	Y	Y
Pittsburg St. U.	Not offered		Darren Botello-Samson, dbotello-samson@pittstate.edu	Y	Y
U. Of Kansas	POLS170 Introduction to International Relations	3	Christina Bejarano	Y	Y
Wichita St. U.	POLS220 International Rel	3	Michael Hall, Michael.hall@wichita.edu	Y	Y
Washburn U.	PO225 Introduction to International Politics	3	Bob Beatty, bob.beatty@washburn.edu	Y	Y
			TOTALS	12	12

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

1. Differentiate, evaluate, and utilize competing theories and concepts in International Relations, classical and contemporary.
2. View International Relations through different levels of analysis, such as global, state, and individual actors.
3. Distinguish among the roles of multinational, state and non-state actors in International Relations.
4. Analyze and synthesize patterns of conflict and cooperation in International Relations.
5. Explore and analyze International Relations topics such as international law, security, economy, environment, and human rights as they apply to current events.

Next Recommended Course for Articulation: The Political Science group still has trepidation about articulating outcomes for State and Local Government. However, this remains a possibility.

Chair for Next Meeting: Michael Smith, Emporia State

Next Meeting Date (year): 2015

TAAC ACTION: Approved the outcomes for *International Relations* and recommended the course to the Kansas Board of Regents for system wide transfer.

Discipline: Religion

Kansas Regents System Number (KRSN) and Title: REL1010 WORLD/COMPARATIVE RELIGIONS

Chair/Facilitator(s): Barry Crawford, Washburn University

Transfer and Articulation Council Liaison: Brad Will, FHSU and Shelly Gehrke, ESU

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

Institution	Course Number and Title	Cr. Hrs.	Institution Appointed Voting Faculty Member	Present Y or N	Vote Y or N
Allen County CC	HUM135 World Religions	3		N	Y
Barton County CC	RELI1311 World Religions	3	Gil Cloud, cloudg@bartonccc.edu	Y	Y
Butler CC	RG210 Comparative Religions	3	Regina Turner, rturner@butlercc.edu	Y	Y
Cloud County CC	World Religion	3	Brenton Phillips bphillips@cloud.edu	Y	Y
Coffeyville CC	HUMN208 World Religions	3	Mike Arpin, mikea@coffeyville.edu	Y	Y
Colby CC	RE104 World Religions	3	Mark Carlton, mark.carlton@coffeyville.edu	Y	Y
Cowley County CC	REL6430 Comparative Religions	3	Chris Mayer, mayer@cowley.edu	N	Y
Dodge City CC	Not Offered			N	Y
Flint Hills TC	Not Offered			N	Y
Fort Scott CC	Rel 1093 Religions of mankind	3	Harold Hicks haroldh@fortscott.edu	Y	Y
Garden City CC				N	Y
Highland CC				N	Y
Hutchinson CC	RE106 Introduction to World Religions	3	Charles Kerschen, kerschen@hutchcc.edu ; Cindy Hoss hosscc@hutchcc.edu	Y	Y
Independence CC	Rel 10--	3	Heather Mydosh hmydosh@indycc.edu	Y	Y
Johnson County CC	REL120	3	Michael Robertson, michaelr@jccc.edu	Y	Y
Kansas City KCC	HUMN0207	3	Don Black, dblack@kckcc.edu	N	Y
Labette CC	RELI101 Comparative World Religions	3	Doug Baty dougb@labette.edu	Y	Y
Manhattan Area TC	Not Offered			N	Y
Neosho County CC	HUM133 World Religions	3	Kevin Blackwell, kblackwell@neosho.edu	Y	Y
North Central KTC				N	Y
Northwest KTC				N	Y
Pratt CC	Not Offered			N	Y
Salina Area TC	Not Offered			N	Y
Seward County CC	PH1323 Survey of World Rel.	3	Gary Damron, gary.damron@sccc.edu	N	Y
Wichita Area TC	Not Offered			N	Y
Emporia St. U.	PI369 World Religions		Ed Emmer, cemmer@emporia.edu (Shelly Gehrke present as Liaison)	N	Y
Fort Hays St. U.	PHIL170 World Religions	3	Gene Rice grice@fhsu.edu (Bradley Will present as Liaison)	y	Y
Kansas St. U.	Not Offered			N	Y
Pittsburg St. U.	PHIL231 World Religions	3	Don Viney, dviney@pittstate.edu	Y	Y
U. Of Kansas	Rel 104 Intro to Religion	3	Dan Stevenson dbsteve@ku.edu	Y	Y
Wichita St. U.	Rel 130 (Not taught for 30 years)		Rannfrid Thelle Rannfrid.thelle@wichita.edu	y	y
Washburn U.	RG102 World Religions	3	Barry Crawford, barry.crawford@washburn.edu	Y	Y
			TOTALS Present/Voting	16	16

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

Core Student Learning Outcomes: 4-6 specific, measurable learning outcomes expected of every student that completes the course. Only student outcomes are included in this report.

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

1. Identify principal texts, central religious figures and ideas of major world religions such as Hinduism, Buddhism, Christianity, Judaism, and Islam.
2. Demonstrate knowledge of beliefs, practices, and values of major world religions.
3. Describe historical narratives and cultural expressions of major world religions.
4. Analyze concepts and issues basic to the study of major world religions in a comparative framework.
5. Assess the implications of the varieties of religious experience in a world of religious diversity.
6. Summarize key characteristics and definitions of religion.

Next Recommended Course for Articulation: There was interest in articulating outcomes for Bible courses (Old and/or New Testament), but the consensus was that the number of offerings throughout the state would be insufficient to warrant another meeting.

Chair for Next Meeting: No Chair needed.

Next Meeting Date (year): Not necessary

TAAC ACTION: Approved the outcomes for *World/Comparative Religions* and recommended the course to the Kansas Board of Regents for system wide transfer.