

**Undergraduate Curriculum Committee**  
Western Kentucky University

Report to the University Senate

Date: April 26<sup>th</sup> 2015

From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 23 April 2015 meeting for approval by the University Senate:

Information Item Report:

- I. Revise Course Prerequisites/Corequisites:  
BI 430  
SPAN 102  
SPAN 201  
SPAN 372  
SPAN 373  
SPAN 374  
SPAN 376  
NURS 102  
NURS 415  
MATH 308
- II. Delete A Program  
330 City and Regional Planning Minor
- III. Revise Course Catalog Listing  
PSY 290  
LTCY 199
- IV. Revise a Course Title  
LTCY 199

Consent Item Report:

- I. Make Multiple Revisions to a Course  
ENG 409
- II. Create A New Course  
HIST 330  
HIST 331  
REC 480  
AGED 300
- III. Revise a Program  
589 Recreation Administration  
508, Major in Agriculture – General Agriculture conc.

Policy Committee Report:

Concerns from the UCC Policy Committee about the Retention Task Force's  
Recommendation to Implement Multi-term Registration

Proposal Date: March 24, 2015

**College Name**  
**Department Name**  
**Proposal to Revise Course Prerequisites/Corequisites**  
**(Consent Item)**

Contact Person: Dr. Phillip Coleman, [Phillip.coleman@wku.edu](mailto:Phillip.coleman@wku.edu), 270-745-6982  
Dr. Ray Blankenship, [ray.blankenship@wku.edu](mailto:ray.blankenship@wku.edu), 270-745-5952

- 1. Identification of course:**
  - 1.1 Business Informatics, BI 430
  - 1.2 Data Visualization and Digital Dashboards
- 2. Current prerequisites: CIS 243, Principles of Management Information Systems**
- 3. Proposed prerequisites:**  
BI 310
- 4. Rationale for the revision of prerequisites:**  
BI 310, Business Data Analytics, covers topics and concepts which are required to be successful in BI 430. A lack of understanding of the topics and concepts covered in BI 310 results in either poor student performance in BI 430 or causes students to drop the course.
- 5. Effect on completion of major/minor sequence:** Students may be delayed one semester if they have not taken BI 310.
- 6. Proposed term for implementation:** Spring 2016
- 7. Dates of prior committee approvals:**

Department/ Unit Information Systems.  
Gordon Ford College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

March 3, 2015

March 31, 2015

April 23<sup>rd</sup> 2015

Proposal Date: February 10, 2015

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Susann Davis, [Susann.Davis@wku.edu](mailto:Susann.Davis@wku.edu), 745-6478

- 1. Identification of course:**
  - 1.3 Course prefix (subject area) and number: SPAN 102
  - 1.4 Course title: Elementary Spanish II
- 2. Current prerequisites:**

SPAN 101 or one year of high school Spanish
- 3. Proposed prerequisites:**

SPAN 101 or demonstrated proficiency of Novice Mid
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Seat time has not been a good indicator of what students know; therefore course outcomes for SPAN 101 and SPAN 102 have been established according to the ACTFL Proficiency Guidelines. The Kentucky Standard for World Language Proficiency, which informs language education P-12, is aligned with proficiency-based instruction and the ACTFL Guidelines, so the proposed requirement will be familiar to incoming students. The new prerequisite more clearly communicates the expectation of students' abilities upon enrollment and is consistent with the Colonnade Plan's entrance requirement.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Modern Languages

**2/24/2015**

Potter College Curriculum Committee

**4/2/2015**

Professional Education Council (if applicable)

**N/A**

General Education Committee (if applicable)

**N/A**

Undergraduate Curriculum Committee

**April 23<sup>rd</sup> 2015**

University Senate

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Proposal Date: February 10, 2015

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Susann Davis, [Susann.Davis@wku.edu](mailto:Susann.Davis@wku.edu), 745-6478

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPAN 201
  - 1.2 Course title: Intermediate Spanish I
- 2. Current prerequisites:**

SPAN 102 or two years of high school Spanish
- 3. Proposed prerequisites:**

SPAN 102 or demonstrated proficiency of Novice High
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Seat time has not been a good indicator of what students know; therefore course outcomes for SPAN 102 and SPAN 201 have been established according to the ACTFL Proficiency Guidelines. The Kentucky Standard for World Language Proficiency, which informs language education P-12, is aligned with proficiency-based instruction and the ACTFL Guidelines, so the proposed requirement will be familiar to incoming students. The new prerequisite more clearly communicates the expectation of students' abilities upon enrollment and is consistent with the Colonnade Plan's entrance requirement.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Department of Modern Languages

**2/24/2015**

Potter College Curriculum Committee

**4/2/2015**

Professional Education Council (if applicable)

**N/A**

General Education Committee (if applicable)

**N/A**

Undergraduate Curriculum Committee

**April 23 2015**

University Senate

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Proposal Date: 2/17/15

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Melissa Stewart, [Melissa.stewart@wku.edu](mailto:Melissa.stewart@wku.edu), 745-5935

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPAN 372
  - 1.2 Course title: Latin American Civilization and Culture
- 2. Current prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 371 or equivalent
- 3. Proposed prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Requiring completion of SPAN 370 or SPAN 331 (both intermediate courses focused on conversational skills) and SPAN 371 (a composition and grammar course) will ensure that students have developed their Spanish language skills further in order to be better prepared to succeed in the advanced content courses that follow in the sequence.
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Modern Languages	<u>2/24/2015</u>
Potter College Curriculum Committee	<u>4/2/2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>April 23 2015</u>
University Senate	

Proposal Date: 2/17/15

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Melissa Stewart, [Melissa.stewart@wku.edu](mailto:Melissa.stewart@wku.edu), 745-5935

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPAN 373
  - 1.2 Course title: Spanish Civilization and Culture
- 2. Current prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 371 or equivalent
- 3. Proposed prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Requiring completion of SPAN 370 or SPAN 331 (both intermediate courses focused on conversational skills) and SPAN 371 (a composition and grammar course) will ensure that students have developed their Spanish language skills further in order to be better prepared to succeed in the advanced content courses that follow in the sequence.
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Modern Languages	<u>2/24/2015</u>
Potter College Curriculum Committee	<u>4/2/2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>April 23 2015</u>
University Senate	

Proposal Date: 2/17/15

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Melissa Stewart, [Melissa.stewart@wku.edu](mailto:Melissa.stewart@wku.edu), 745-5935

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPAN 374
  - 1.2 Course title: Literature and Culture of Spain
- 2. Current prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 371, or equivalent
- 3. Proposed prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Requiring completion of SPAN 370 or SPAN 331 (both intermediate courses focused on conversational skills) and SPAN 371 (a composition and grammar course) will ensure that students have developed their Spanish language skills further in order to be better prepared to succeed in the advanced content courses that follow in the sequence.
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Modern Languages	<u>2/24/2015</u>
Potter College Curriculum Committee	<u>4/2/2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>April 23 2015</u>
University Senate	



Proposal Date: 2/17/15

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Melissa Stewart, [Melissa.stewart@wku.edu](mailto:Melissa.stewart@wku.edu), 745-5935

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: SPAN 376
  - 1.2 Course title: Literature and Culture of Latin America
- 2. Current prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 371 or equivalent
- 3. Proposed prerequisites/corequisites/special requirements:** SPAN 370 or SPAN 331, and SPAN 371 or equivalent
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Requiring completion of SPAN 370 or SPAN 331 (both intermediate courses focused on conversational skills) and SPAN 371 (a composition and grammar course) will ensure that students have developed their Spanish language skills further in order to be better prepared to succeed in the advanced content courses that follow in the sequence.
- 5. Effect on completion of major/minor sequence:** Not applicable
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Modern Languages	<u>2/24/2015</u>
Potter College Curriculum Committee	<u>4/2/2015</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>April 23<sup>rd</sup> 2015</u>
University Senate	<u> </u>

Proposal Date: 03/12/2015

**College of Health & Human Services  
School of Nursing  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dr. Lorraine Bormann, [Lorraine.bormann@wku.edu](mailto:Lorraine.bormann@wku.edu), office: 270-745-3690

- 1. Identification of course:**
  - 1.5 Course prefix and number: NURS 102
  - 1.6 Course title: Introduction to Professional Nursing
- 2. Current prerequisites:** 586P, ENG 100 or equivalent, or permission of instructor
- 3. Proposed prerequisite:** ENG 100
- 4. Rationale for the revision of prerequisites:** When the course was approved as a Colonnade course, the intent of the School of Nursing was to only retain the prerequisite of ENG 100.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** January, 2016
- 7. Dates of prior committee approvals:**

School of Nursing

3/20/15

CHHS Undergraduate College Curriculum Committee

3/27/15

Undergraduate Curriculum Committee

**4/23/2015**

University Senate

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Proposal Date: 03/12/2015

**College of Health & Human Services  
School of Nursing  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Dawn Wright, [dawn.wright@wku.edu](mailto:dawn.wright@wku.edu), 745-3800

1. **Identification of course:**
  - 1.1 Course prefix and number: NURS 415
  - 1.2 Course title: Complementary Health Care
2. **Current prerequisite:** permission of instructor
3. **Proposed prerequisite:** none
4. **Rationale for the revision of prerequisites:** The course is proposed for inclusion in Colonnade and will be available to students regardless of major.
5. **Effect on completion of major/minor sequence:** none
6. **Proposed term for implementation:** January, 2016
7. **Dates of prior committee approvals:**

School of Nursing

3/20/15

CHHS College Curriculum Committee

3/27/15

Undergraduate Curriculum Committee

4/23/2015

University Senate

Proposal Date: 9/5/2014

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 5-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 308
- 1.2 Course title: Rational Numbers and Data Analysis for Teachers

**2. Current prerequisites/corequisites/special requirements:**

Completion of MATH 206 with a grade of “C” or better; for students in the Early Grades (K-5), Middle Grades (5-9) or SPED Teacher Certification programs only.

**3. Proposed prerequisites/corequisites/special requirements:**

Completion of MATH 205 with a grade of “C” or better; for students in the Elementary Education (K-5), Middle Grades Mathematics (5-9) or SPED Teacher Certification programs only.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

The content from MATH 205 (number theory and operations) is required for a student to successfully complete MATH 308, whereas the content from MATH 206 (geometry) is not, making MATH 205 a more appropriate prerequisite.

**5. Effect on completion of major/minor sequence:**

Changing the prerequisite from MATH 206 to MATH 205 will allow students to take MATH 308 in an earlier semester, allowing them to complete their required three-course mathematics sequence in a more timely manner. This change will eliminate a possible graduation delay for students who declare education majors later in their college careers.

**6. Proposed term for implementation:**

Fall 2015

**7. Dates of prior committee approvals:**

Mathematics Department	09/19/14
Ogden College Curriculum Committee	09/30/14
Professional Education Council	10/8/14
Undergraduate Curriculum Committee	<u>11/18/14</u>
University Senate	

Proposal Date: 3/26/2015

**Ogden College of Science and Engineering  
Department of Geography and Geology  
Proposal to Delete a Program  
(Consent Item)**

Contact Person: David Keeling, [david.keeling@wku.edu](mailto:david.keeling@wku.edu), 5-4555

**1. Identification of program:**

- 1.1 Program reference number: 330  
1.2 Program title: City and Regional Planning Minor  
1.3 Credit hours: 21

2. **Rationale for the program deletion:** This area of geography as a subdiscipline has been incorporated into Geographic Information Science and other minors. The existing minors in Geography (#374), GIS (#366), and Sustainability (#475) incorporate all of the content and skills previously required for the #330 minor.

**3. Effect on current students or other departments, if known:** There are no students enrolled in this minor at present.

**4. Proposed term for implementation:** Fall 2015

**5. Dates of prior committee approvals:**

Department of Geography and Geology	<u>3/27/15</u>
Ogden College Curriculum Committee	<u>4/2/15</u>
Undergraduate Curriculum Committee	<u>4/23/2015</u>
University Senate	

Proposal Date: 11/21/2014

**College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

**1. Identification of course:**

1.1 Course prefix (subject area) and number: PSY 290

1.2 Course title: Supervised study in psychology

**2. Current course catalog listing:**

PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100.

Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the first 36 hours of a psychology major or the first 37 hours of the psychological science major. Equivalent to PSYS 290.

**3. Proposed course catalog listing:**

PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100.

Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the psychology major.

**4. Rationale for revision of the course catalog listing:**

The current catalog listing refers to “the first 36 hours of a psychology major.” There are currently only 31 required hours for the psychology major. The new wording makes the description consistent with the current number of required hours in psychology. The Psychological Science department recently made PSYS290 unequivalent to PSY290. Consequently, references to their major should be deleted.

**5. Proposed term for implementation:** Fall 2015

**6. Dates of prior committee approvals:**

Department of Psychology

CEBS College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

November 21, 2014

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April 7, 2015

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April 23, 2015

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## **Proposal to Revise Course Catalog Listing (Consent Item)**

Proposal Date: 11/20/2014

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Pamela Petty, [pamela.petty@wku.edu](mailto:pamela.petty@wku.edu) 745-2809

**1. Identification of course:**

1.1 LTCY 199

1.2 Course title: Analysis and Critical Reading

**2. Current course catalog listing:**

Emphasis on developing higher level analysis of complex text including vocabulary and strategic approaches to deep comprehension. Required for incoming freshmen who scored 18 or 19 on the reading portion of the ACT. Must be paired with approved heavy reading content course.

**3. Proposed course catalog listing:**

Prepares students to successfully meet the rigorous reading and other literacy requirements of college. Emphasis on refining skills necessary to extract factual evidence from text and make sound arguments through various modes of literacy.

**4. Rationale for revision of the course catalog listing:**

Course description previously reflected a perceived restriction of targeted students.

Institutional research data indicates that the course can be of significant benefit to a much larger population of students than just those scoring an 18 or 19 on the reading portion of the ACT. New description is also written using more explicit language regarding the benefits and purposes of the course.

**5. Proposed term for implementation:** Winter 2016

**6. Dates of prior committee approvals:**

Department

**12/10/2014**

College Curriculum Committee

**04/07/15**

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

**4/23/2015**

University Senate

**Proposal to Revise Course Title  
(Consent Item)**

Proposal Date: 11/20/2014

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Pamela Petty, [pamela.petty@wku.edu](mailto:pamela.petty@wku.edu), 270 745-2809

**1. Identification of proposed course:**

1.1 Course prefix (subject area) and number: LTCY 199

1.2 Course title: Analysis and Critical Reading

1.3 Credit Hours: 3

**2. Proposed course title:** Reading for Evidence and Argument

**3. Proposed abbreviated course title:** Reading: Evidence & Argument  
(maximum of 30 characters/spaces)

**4. Rationale for the revision of course title:** New title better reflects the course's contribution to the university emphasis on evidence and argument as part of the Quality Enhancement Plan.

**5. Proposed term for implementation:** Winter 2016

**6. Dates of prior committee approvals:**

Department

12/10/2014

College Curriculum Committee

04/07/2015

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

4/23/2015

University Senate



Proposal Date: 3/16/15

**Potter College of Arts & Letters  
Department of English  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jane Fife, [jane.fife@wku.edu](mailto:jane.fife@wku.edu), 270-745-3634

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ENG409
- 1.2 Course title: Practicum in One-to-One Writing Instruction

**2. Revise course title:**

- 2.1 Current course title: n/a
- 2.2 Proposed course title: n/a
- 2.3 Proposed abbreviated title: n/a
- 2.4 Rationale for revision of course title: n/a

**3. Revise course number:**

- 3.1 Current course number: n/a
- 3.2 Proposed course number: n/a
- 3.3 Rationale for revision of course number: n/a

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) n/a
- 4.2 Proposed prerequisites/corequisites/special requirements: n/a
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: n/a
- 4.4 Effect on completion of major/minor sequence: n/a

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: n/a
- 5.2 Proposed course catalog listing: n/a
- 5.3 Rationale for revision of course catalog listing: n/a

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 0
- 6.2 Proposed course credit hours: 1
- 6.3 Rationale for revision of course credit hours: The course had originally been 1-credit hour along with ENG 509 which is the version that all our graduate assistants take to be able to tutor in the Writing Center to fulfill their assistantship during their first year. When the University started charging graduate students per credit hour, we changed the course to zero credits so that students would not have to pay for training that was required for them to do their jobs. We changed the undergraduate tutor training course to be consistent. Some undergraduates have been taking the course less seriously since they do not get credit or a grade for it,

so we want to restore the 1-credit status. The graduate course will not be changed since the context for those students is different and the credit and grade are not as necessary for encouraging fulfillment of requirements.

**7. Revise grade type:**

7.1 Current grade type: no grade

7.2 Proposed grade type: standard letter

7.3 Rationale for revision of grade type: This change is necessary to accompany the change from zero credit back to 1-credit for the course. When it was changed to zero-credit, no grade was used. In order to motivate better work in students, the standard letter grade accompanying the 1-credit hour is desirable.

**8. Proposed term for implementation: Fall 2015**

**9. Dates of prior committee approvals:**

Department of English\_

**March 16, 2015**

Potter College Curriculum Committee

**4/2/2105**

Professional Education Council (if applicable)

**NA**

General Education Committee (if applicable)

**NA**

Undergraduate Curriculum Committee

**4/23/2015**

University Senate

**Potter College of Arts and Letters  
History Department  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739  
John Hardin, john.hardin@wku.edu, (270) 745-2233

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: HIST 330
- 1.2 Course title: History of Africa before 1500
- 1.3 Abbreviated course title: African history before 1500  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3.0 Variable credit (yes or no) No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: HIST 101 or HIST 102
- 1.7 Course description: Examines African history chronologically from the origins of humanity to 1500 with emphasis on major political, economic, cultural and geographical themes within a regional context.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is being offered in response to faculty and students who have expressed concern regarding the number of courses offered on African history. Currently the History Department only has one course on African history, HIST 360 – History of Africa, which is cross listed in the African American Studies Program AFAM 360. The course covers African history in its entirety from prehistoric times to the present. This course however, has proven difficult for both students and professors because of the large amount of content covered. If approved, HIST 360 – History of Africa will be deleted and replaced by two chronological courses covering African history. HIST 330 – History of Africa before 1500 will be the first of the two new chronological survey courses. In order to advance the University mission by preparing students to become global citizens, who are socially responsible and cognizant of the historical contexts affecting minorities, regions, and peoples around the world, the History Department must expand its course offerings on areas outside of Europe and the United States. In HIST 330 students will learn about topics in African history such as geography, physical anthropology, linguistics, Stone Age cultures, ancient and medieval kingdoms, and the influence of religious cultures such as Islam and Christianity. WKU students pursuing careers in education may be required to teach topics in world history, and therefore teachers with more in depth knowledge of African history will be at an advantage. If WKU students are to be effective teachers in an increasingly competitive market, it is paramount that they be given the opportunities to study such topics. HIST 360 - History of Africa continues to have high enrollment

numbers and the level of student interest in another more comprehensive history course on Africa has been judged by the History Department to warrant a permanent course offering.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is approximately 30 students during the semester the course is offered. This projection is based upon informal surveys in history classes such as HIST 360, HIST 358 and HIST 359. Students not majoring in history or social studies are expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently offers one course on the history of Africa, HIST 360, which if approved, will be deleted and replaced by two chronological survey courses. HIST 330 History of Africa before 1500 will be the first of the two new courses. It will complement other courses offered in the department that partially cover topics related to the African Diaspora including HIST 358 Blacks in US History before 1877, HIST 390 Blacks in the American South, and HIST 310 Comparative Slavery. The proposed course will also offer a more nuanced investigation into Africa's regional diversity than any of the above mentioned course offerings.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU outside of the History Department that examine specifically the topic of African history before 1500. Courses that address related topics include FLK350 Peoples and Cultures of Africa and RELS 324 Christianity in Africa. HIST 330 is also related to PS 260 African Governance and Politics and GEOG 466 Geography of Africa. HIST 330 will help to correct the dearth of courses specifically on precolonial Africa offered by the University. If approved, it will also be a crossed listed course in the African American Studies Minor.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nationally numerous top research universities offer multiple courses on African history as a basic part of their course offerings. Universities that offer survey courses on the early part of African history include University of Virginia HIAF 201 Early African History through the Era of the Slave Trade, University of Connecticut HIST 3752 History of Pre-Colonial Africa, University of Oregon HIST 410 Ancient Africa, and The Ohio State University HIST 551 Africa before Colonial Rule. Courses on early African history are also offered at campuses in the Southeast including Emory University HIST 364 African Civilizations to the Trans-Atlantic Slave Trade and The College of William and Mary HIST 282 Medieval African History. A few universities within the state of Kentucky offer similar courses on early periods in African history including Northern Kentucky University HIS 335 History of Ancient Africa, Eastern Kentucky University HIS 385: Early African History, and Kentucky State University AAS 365 African History to 1870. Although numerous institutions offer general surveys on African history by using multiple chronological courses, WKU still only offers one course to cover all of African history from prehistoric times to the present. In following broader trends in the history discipline that take a more complex examination of

African history, offering a course on the history of Africa before 1500 will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

**3. Discussion of proposed course:**

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes: After successfully completing this course students will be able to:

- Understand the major themes and events that shaped early African history
- Analyze seminal readings written by Africans
- Investigating Africa's place and interaction in the prehistoric, ancient and medieval worlds
- Evaluate current trends within the historiography
- Pursue advanced study on relevant topics related to early African history using primary and secondary source analysis
- Identify major geographic features of Africa
- Identify major political states in ancient and medieval Africa
- Effectively communicate their ideas in oral and written formats

3.3 Content outline:

African Geography

Origins of Humanity and Physical Anthropology

Prehistoric Cultures and Technology

Linguistics

Africans in the Greek and Roman Empires

Ancient Kush

Ancient Meroe

Ancient Kemet

Ancient Aksum

Historiography and Oral Traditions

Indigenous African Religion

Indian Ocean Slave Trade

Trans-Saharan Slave Trade

The Spread of Christianity

The Spread of Islam

West African Forest Kingdoms

West African Kingdoms and Medieval Kingdoms

Great Zimbabwe

Africans in Renaissance Europe

3.4 Student expectations and requirements: This course utilizes three types of separate writing assignments requiring a minimum total of 20 pages.

The three types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources on early African history
- Historiography requiring students to become familiar with the historical literature on a topic in early African history

- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires two types of oral assignments. The two types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion Participation requiring students to articulate and communicate their ideas orally

3.5 Tentative texts and course materials:

Ruth Swann, *A History of Black Africans to A.D. 1400*

D.T. Niane, ed. *Sundiata: An Epic of Old Mali*

Basil Davidson, *The African Genius*

Robert O. Collins, ed., *Documents from the African Past*

Paul Bohannon and Philip Curtin, *Africa and Africans*

James L. Newman, *The Peopling of Africa: A Geographic Introduction*

Thomas T. Spear, *Kenya's Past: An Introduction to Historical Method in Africa*

Graham Connah, *African Civilizations: Precolonial Cities and States in Tropical Africa: An Archaeological Perspective*

George M. James, *Stolen Legacy*

Martin Bernal, *Black Athena*

Isabel Hofmeyr, *We Spend Our Years As a Tale That Is Told*

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*

Jan Vansina, *Oral Tradition As History*

Susan Raven, *Rome in Africa*

Cheikh Anta Diop, *The African Origin of Civilization: Myth or Reality*

Martin Bernal, *Black Athena: The Afroasiatic Roots of Classical Civilization*

Roland Oliver and Brian Fagan, *Africa in the Iron Age: c.500 B.C. to A.D. 1400*

James H. Vaughan and Anthony H. M. Kirk-Greene, editors, *The Diary of Hamman Yaji: Chronicle of a West African Muslim Ruler*

Ralph Austen, *Trans-Saharan Africa in World History*

Randall Pouwells, *Student Study Guide to The African and Middle Eastern World, 600-1500*

Robin Walker, *When We Ruled: The Ancient and Mediaeval History of Black Civilisations*

Patricia McKissack Frederick McKissack, *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa*

Ivan van Sertima, *They Came Before Columbus: The African Presence in Ancient America*

**4. Resources:**

- 4.1 Library resources: Existing resources are sufficient
- 4.2 Computer resources: Existing resources are sufficient

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current staffing is adequate for projected enrollment. An increase in course enrollment may require additional personnel in the future.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

**7. Dates of prior committee approvals:**

Department of History

**March 16, 2015**

Potter College Curriculum Committee

**4/2/2105**

Professional Education Council (if applicable)

**NA**

General Education Committee (if applicable)

**NA**

Undergraduate Curriculum Committee

**4/23/2015**

University Senate

Proposal Date: 3/24/2015

**Potter College of Arts and Letters  
History Department  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, (270) 745-4739  
John Hardin, john.hardin@wku.edu, (270) 745-2233

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: HIST 331
- 1.2 Course title: History of Africa since 1500
- 1.3 Abbreviated course title: African History since 1500  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3.0 Variable credit (yes or no) No
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: HIST 101 or HIST 102
- 1.7 Course description: Examines African history chronologically from 1500 to the present with emphasis on major political, economic, social, and geographical themes within a regional context.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is being offered in response to faculty and students who have expressed concern regarding the number of courses offered on African history. Currently the History Department only has one course on African history, HIST 360 – History of Africa, which is cross listed in the African American Studies Program AFAM 360. This course covers African history in its entirety from prehistoric times to the present. This course however, has proven difficult for both students and professors because of the large amount of content covered. If approved, HIST 360 – History of Africa will be deleted and replaced by two chronological courses covering African history. HIST 331 – History of Africa since 1500 will be the second of the two new chronological African history courses. In order to advance the University mission by preparing students to become global citizens, who are socially responsible and cognizant of the historical contexts affecting minorities, regions, and peoples around the world, the History Department must expand its course offerings on areas outside of Europe and the United States. In HIST 331 students will learn about topics in African history including but not limited to the Atlantic Slave Trade, conquest and colonialism, Pan-Africanism, independence movements, and African political economy. WKU students pursuing careers in education may be required to teach topics in world history, and therefore teachers with more in depth knowledge of African history will be at an advantage. If WKU students are to be effective teachers in an increasingly competitive market, it is paramount that they be given the opportunities to study such topics. HIST 360 - History of Africa continues to have high enrollment numbers and the level



- of student interest in another more comprehensive history course on Africa has been judged by the History Department to warrant a permanent course offering.
- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is approximately 30 students during the semester the course is offered. This projection is based upon informal surveys in history classes such as HIST 360, HIST 358 and HIST 359. Students not majoring in history or social studies are expected to enroll. Interested students may include those in the African American Studies Program and the Folk Studies and Anthropology Program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The History Department currently offers one course on the history of Africa, HIST 360, which if approved, will be deleted and replaced by two chronological survey courses. HIST 331 History of Africa since 1500 will be the second of the two proposed courses to replace HIST 360. It will complement other courses offered in the department that partially cover topics related to the African Diaspora including HIST 358 Blacks in US History before 1877, HIST 359 Blacks in US History after 1877, HIST 390 Blacks in the American South, AND HIST 310 Comparative Slavery. The proposed course will offer a more nuanced investigation into Africa's regional diversity.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered at WKU outside of the History Department that examine specifically the topic of African history since 1500. Courses that address related topics include FLK 350 Peoples and Cultures of Africa and RELS 324 Christianity in Africa. HIST 331 is also related to PS 260 African Governance and Politics and GEOG 466 Geography of Africa. HIST 331 will help to correct the dearth of courses specifically on modern Africa offered by the University. If approved, it will also be a crossed listed course in the African American Studies Minor.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nationally numerous top research universities offer multiple courses on African history as a basic part of their course offerings. Universities that offer survey courses on the modern era in African history include University of Notre Dame HIST 10061 History of Modern Africa, University of Texas, Austin HIS 310 Introduction To Modern Africa, Westminster College HIST 326 African History Since 1500, and Colgate University HIST 282 The Making of Modern Africa. Courses on modern African history are also offered at campuses in the Southeast including Vanderbilt University HIST 127 Sub-Saharan Africa: 1400-1800, Vanderbilt University HIST 128 Africa since 1800: The Revolutionary Years, Emory University HIST 365 Africa In The Modern World, and Tulane University HISB 1310: Africa since 1880. A few universities within the state of Kentucky offer similar courses on modern African history including Northern Kentucky University HIS 336 History of Modern Africa, Eastern Kentucky University HIS 386: Modern African History, and Kentucky State University AAS 366 African History from 1870. Although other institutions offer general surveys on African history by using multiple chronological courses, WKU still only offers one course to cover all of African history from prehistoric times to the present. In following broader trends in the history discipline that take a more complex examination of

African history, offering a course on the history of Africa before 1500 will familiarize WKU students with these growing subfields and help them keep pace with a changing job market.

**3. Discussion of proposed course:**

3.1 Schedule type: S: This course will be a seminar that uses group discussion and exchange of information meeting 2-3 times weekly.

3.2 Learning Outcomes: After successfully completing this course students will be able to:

- Understand the major themes and events that shaped modern African history
- Analyze seminal readings written by Africans
- Understand the interrelationship between political, economic, cultural, ethnic and religious issues in defining the history of African states and societies
- Evaluate current trends within the historiography
- Pursue advanced study on relevant topics related to modern African history using primary and secondary source analysis
- Identify major political states in Africa
- Understand the historical context of current issues affecting Africa
- Effectively communicate their ideas in oral and written formats

3.3 Content outline:

Historiography and Oral Traditions

Trans-Atlantic Slave Trade

African Diaspora

Pan Africanism

Ecology

Conquest and Resistance

Maji Maji Rebellion

Mau Mau Rebellion

Ethiopia and the Battle of Adwa

Industrialization

Colonialism

Settler vs. Non Settler Societies

Post-colonialism

Ethnicity and Politics

Neocolonialism

African Nationalism

The rise and fall of African dictatorships

Apartheid

Ethnicity and genocide

Independence Movements

South Africa

Ghana

Democratic Republic of the Congo

3.4 Student expectations and requirements: This course utilizes four types of separate writing assignments requiring a minimum total of 25 pages.

The four types of assignments include:

- Book review requiring students to offer relevant criticism of historical monographs and secondary sources on modern African history
- Historiography requiring students to become familiar with the historical literature on a topic in modern African history
- Research paper requiring students to use primary sources to make an original argument and contribution to the study of Africa
- Reading Response requiring students to succinctly summarize main arguments of historical monographs and secondary sources

This course requires three types of oral assignments. The three types of assignments include:

- Discussion leader requiring students to formulate questions on assigned readings and facilitate in class discussion on topics covered
- Discussion participation requiring students to articulate and communicate their ideas orally
- Research presentation requiring students to present their original argument and contribution to the study of modern African history

3.5 Tentative texts and course materials:

Buchi Emecheta, *The Joys of Motherhood*

Chinua Achebe, *Arrow of God*

William Freund, *The Making of Contemporary Africa*

Perry L. Kyles, Jalata Addisu, *Africa Since the Sixteenth Century*

Frederick Cooper, *Africa Since 1940*

Paul Lovejoy, *Transformations in Slavery*

Adu Boahen, *African Perspectives on Colonialism*

Robert O. Collins, ed., *Historical Problems of Imperial Africa*

Roland Oliver and Anthony Atmore, *The African Middle Ages, 1400-1800*

Elizabeth A. Eldredge, *Kingdoms and Chiefdoms of Southeastern*

Elizabeth A. Eldredge, *Africa: Oral Traditions and History, 1400-1830*

John Thornton, *Warfare in Atlantic Africa, 1500-1800*

John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800*

William H. Worger, Nancy L. Clark, Edward A. Alpers, *Africa and the West: A Documentary History, Vol. 1: From the Slave Trade to Conquest, 1441-1905*

Kwasi Konadu, *Transatlantic Africa: 1440-1888*

Constance Jones, *Africa 1500-1900*

Adam Hochschild, *King Leopold's Ghost*

Frantz Fanon, *The Wretched of the Earth*

Vijay Mahajan, *Africa Rising*

Thomas Pakenham, *The Scramble for Africa*

Alan Paton, *Cry the Beloved Country*

John Reader, *Africa: A Biography of the Continent*

Philip Curtin, *Disease and Empire*  
Caroline Elkins, *Imperial Reckonings*  
Marie Beatrice Umutesi, *Surviving the Slaughter*

**4. Resources:**

- 4.1 Library resources: Existing resources are sufficient
- 4.2 Computer resources: Existing resources are sufficient

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current staffing is adequate for projected enrollment. An increase in course enrollment may require additional personnel in the future.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

**7. Dates of prior committee approvals:**

Department of History

**March 16, 2015**

Potter College Curriculum Committee

**4/2/2105**

Professional Education Council (if applicable)

**NA**

General Education Committee (if applicable)

**NA**

Undergraduate Curriculum Committee

**4/23/2015**

University Senate

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Proposal Date: March 2, 2015

**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Raymond Poff, raymond.poff@wku.edu, 745-2498

**1. Identification of proposed course:**

- 1.1 Course prefix and number: REC 480
- 1.2 Course title: Travel-Based Learning in Recreation and Tourism
- 1.3 Abbreviated course title: Travel-Based Learn Rec Tourism
- 1.4 Credit hours: 1-3 Variable credit: Yes
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: Permission of instructor.
- 1.7 Course description: Experiential exploration of recreation and tourism topics taught in a travel-based learning environment (international or domestic location).

## 2. Rationale:

- 2.1 Reason for developing the proposed course:  
WKU continues to increase its efforts to encourage student travel-based learning through exposure to ideas, places, examples, and cultures outside of the traditional classroom (i.e. Study Abroad, Study Away). Recreation Administration program faculty members have successfully incorporated travel-based learning into past programs/proposed future programs (e.g. Costa Rica, Ecuador, Montana, New Zealand).  
This new course will provide our program a more appropriate place to house travel-based courses. Additionally, these courses will be more visible to students and more visible to potential employers on their transcripts. This course is included as an option in the “Commercial Recreation & Tourism” concentration proposal currently under consideration.
- 2.2 Projected enrollment in the proposed course: 5-15 students per section.  
Enrollment estimate is based upon past recreation program experiences with courses incorporating travel-based learning.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
EXS 485 – Exercise Science Study Abroad is the most similar course to the proposed REC 480 in that it centers around travel-based learning. EXS 485 focuses on international offerings related to the study of exercise science and sports medicine. REC 480 will include domestic and international opportunities to focus on topics related to recreation and tourism.  
REC 420 - Commercial Recreation and Tourism is another closely related course to the proposed REC 480. It is a lecture course providing an overview of commercial recreation and tourism with particular attention to business principles,

trends, and job opportunities. REC 420 would greatly enhance a student's experience in REC 480 as it provides knowledge, which supports travel-based learning.

As noted above, students in the proposed "Commercial Recreation & Tourism" concentration will have the option to take REC 480 and it should enhance concepts learned in other concentration courses.

- 2.4 Relationship of the proposed course to courses offered in other departments: While there are no recreation specific travel-based courses at WKU in other departments, several departments offer travel-based courses for their fields of study. Besides many language-related courses, some other WKU courses include:

- ASL 303 International Deaf Studies
- CD 496 International Speech Pathology
- CRIM 489 Criminology Study Abroad
- DH 360 International Health and Human Service Learning Program
- GEOG 452 Geoscience Field Experiences
- IDFM 423 Human Environment Study Tour
- IDST 350 Interdisciplinary Study Abroad
- LEAD 475 Leadership Studies Special Topics
- MKT 491 Marketing Study Abroad
- RELS 399 Study Abroad
- SOCL 489 Sociology Study Abroad

- 2.5 Relationship of the proposed course to courses offered in other institutions: Of the seven other Kentucky public institutions, only two have recreation programs (EKU and Murray). Only Murray State University has a related course: REC 490 National Recreation Sites and Rural Tourism Traveling Workshop.

Example travel-based learning courses from our benchmark institutions include:

*Appalachian State University:*

- RM 3242. Recreation Resources, Tourism, and Sustainable Development in Costa Rica
- RM 3243. The Cruise Line Industry in a Cultural Context
- RM 3244. Coastal Tourism: A Field-Based Understanding

*East Carolina University:*

- 4123. Study Abroad in International Sustainability settings.
- 4124. Study Abroad in Sustainable Tourism
- 4800. Great Smoky Mountains Outdoor Field Experience

*East Tennessee State University:*

- SALM 4127 - Rocky Mountain Experience

*Middle Tennessee State University:*

- LSM 5570 Outdoor Recreation Workshop

### 3. Discussion of proposed course:

- 3.1 Schedule type: K—Workshop: Seminar emphasizing practical applications of a subject.
- 3.2 Learning Outcomes: (*not all outcomes will apply to each course*)

- Develop an appreciation for, and an understanding of, the unique attributes (history, economy, culture, diversity, geography, etc.) of the learning location.
  - Demonstrate an understanding of the recreation and tourism industry of the learning location and potential career opportunities.
  - Demonstrate the ability to compare/contrast aspects of the learning location with students' home communities.
  - Demonstrate the ability to use/apply the topic-specific knowledge/skills gained in the course.
- 3.3 Content outline:
- Recreation and tourism specific knowledge and/or skills gained during background or pre-travel activities + on-location course information and experiences
  - Learning location attributes
  - Career opportunities
  - Examining/comparing home and learning locations
- 3.4 Student expectations and requirements:
- Active participation/completion of pre-travel tasks (meetings, assignments, preparation)
  - Active participation in on-location course activities, meetings, presentations, etc.
  - Student adherence to the rules/regulations/policies of the program.
  - Show respect for faculty, course participants, and all those encountered during the course.
  - Successful completion of course assignments (e.g. readings, course journal, on-location student presentations, photo submissions, course reflection paper, post-travel assessment)
- 3.5 Tentative texts and course materials: Readings will vary depending on location and nature of the topics covered in the specific course offering.

#### **4. Resources:**

- 4.1 Library resources: As a variable topics course, resources used in the course will differ for each section. Journals will likely serve as the primary library resource. Based on upon WKU's current subscriptions, this resource area is adequate.
- 4.2 Computer resources: Blackboard and standard computer resources found in labs across campus. No additional resources are needed.

#### **5. Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty will be used to teach this course. Fall and spring semester offerings will be part of regular course loads. If the course is taught as part of a WKU Study Abroad or Study Away program, compensation and other financial needs will be addressed/determined by those programs' respective policies.
- 5.2 Special equipment needed: There are not any anticipated needs for special equipment. If needed, the School of KRS will cover the cost.

- 5.3 Expendable materials needed: There are not any anticipated needs for special equipment. If needed, they will be covered by the School of KRS or included in Study Away or Study Abroad budgets.
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

**7. Dates of prior committee approvals:**

School of Kinesiology, Recreation & Sport	3/11/2015
CHHS Undergraduate Curriculum Committee	3/27/2015
Undergraduate Curriculum Committee	4/23/15
University Senate	



**Ogden College of Science and Engineering**  
**Department of Agriculture**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Thomas Kingery, thomas.kingery@wku.edu, 270-745-5966

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AGED 300
- 1.2 Course title: Youth Development for Agricultural Educators
- 1.3 Abbreviated course title: Youth Dev for Ag Educators
- 1.4 Credit hours: 3.0 Variable credit: No
- 1.5 Grade type: Standard letter
- 1.6 Prerequisites: AGED 250
- 1.7 Course description: Prepares future secondary school agricultural educators to provide academic advisement and leadership in youth development programs in secondary schools.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

Past graduates have suggested that more AGED courses be included in the undergraduate program. In particular, they have requested coursework that would prepare them to foster leadership development among the secondary school youth under their supervision. This course is intended to provide the tools needed to promote, oversee and evaluate student participation in agricultural organizations such as 4-H, The National FFA Organization and Supervised Agricultural Education Programs (SAEP). (This course will be required of all AGED majors.)

- 2.2 Projected enrollment in the proposed course:

Projected enrollment is 5-10 students per year, based on current enrollment in the program. (Students outside the department are not expected to enroll.)

- 2.3 Relationship of the proposed course to courses now offered by the department:

This course builds upon the student's educational foundation course, AGED 250.

- 2.4 Relationship of the proposed course to courses offered in other departments:

There is no other course in the University that includes these topics, which are specific to agricultural education teacher preparation.

- 2.5 Relationship of the proposed course to courses offered in other institutions:

Many land grant institutions offer a similar course in their agricultural education programs. The University of Kentucky, Purdue University, and the University of Illinois all offer a youth development course.

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes:
  - Gain skill in advising youth development organizations.
  - Understand and apply principles of team dynamics.
  - Integrate STEM concepts into youth development programs.

- Learn to coach FFA and Career Development Event Teams (CDE) teams and evaluate student progress in CDE, 4-H and FFA.
- 3.3 Content outline:
- Meeting the diverse needs of all learners
  - Integrating curriculum and design into a youth development program.
  - Developing leadership, record-keeping and management skills among youth
  - Developing and advising 4-H and FFA chapters
  - Implementing STEM activities in a youth development program
  - Training FFA and CDE teams
  - Integrating program planning decisions into a youth development program.
  - Planning and developing SAE (Supervised Agricultural Experience) programs
  - Supervising and evaluating SAE programs
  - Devising a recruitment and retention strategy
  - Developing a marketing plan for student agricultural programs
  - Developing, managing and evaluating post-secondary programs
- 3.4 Student expectations and requirements:

Students will create and coach a CDE team, deliver presentations to the class on assigned youth development clubs, write an American Psychological Association (APA) paper about a youth development specialist, and assist in the preparation and organization of the WKU Field Day, as well as completing class assignments, quizzes and exams.

3.5 Tentative texts and course materials:

Ball, A., Dyer, J., Osborne, E. & Phipps, L. (2008). *Handbook on Agricultural Education in Public Schools* (6<sup>th</sup> ed.) Clifton Park, NY: Delmar/Cengage Learning

**4. Resources:**

- 4.1 Library resources:
- 4.2 Computer resources:

Students will use current internet sites as reference tools throughout the course. They will also utilize PowerPoint, excel and word management programs.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2016

**7. Dates of prior committee approvals:**

Department of Agriculture	1/29/15
Ogden College Curriculum Committee	3/5/15
Professional Education Council (if applicable)	4/9/15
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	<u>4/23/2015</u>
University Senate	

Proposal Date: March 2, 2015

**College of Health and Human Services  
School of Kinesiology, Recreation and Sport  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Raymond Poff, raymond.poff@wku.edu, 745-2498

**1. Identification of program:**

- 1.1 Current program reference number: 589
- 1.2 Current program title: Recreation Administration
- 1.3 Credit hours: 48

**2. Identification of the proposed program changes:**

- Rename the Recreation Administration concentration to Recreation Services.
- Add a new elective course: REC 480 Travel-Based Learning in Recreation and Tourism
- Create an additional concentration in the major: Commercial Recreation & Tourism
- Change the words “department head” to “director” in the grade policy.
- Catalog description change

**3. Detailed program description: (changes in bold type.)**

<b>CURRENT PROGRAM</b>	<b>HRS</b>	<b>REVISED PROGRAM</b>	<b>HRS</b>
CORE		CORE	
REQUIRED COURSES	21	REQUIRED COURSES	21
REC 200 INTRODUCTION TO RECREATION	3	REC 200 INTRODUCTION TO RECREATION	3
REC 302 RECREATION LEADERSHIP	3	REC 302 RECREATION LEADERSHIP	3
REC 306 PROGRAM PLANNING & EVALUATION	3	REC 306 PROGRAM PLANNING & EVALUATION	3
REC 328 INCLUSIVE RECREATION	3	REC 328 INCLUSIVE RECREATION	3
REC 402 FISCAL PRACTICES IN RECREATION	3	REC 402 FISCAL PRACTICES IN RECREATION	3
REC 404 RECREATION FACILITY MANAGEMENT	3	REC 404 RECREATION FACILITY MANAGEMENT	3
REC 406 RECREATION ADMINISTRATION	3	REC 406 RECREATION ADMINISTRATION	3
REQUIRED INTERNSHIP	12	REQUIRED INTERNSHIP	12
REC 490 INTERNSHIP IN RECREATION	12	REC 490 INTERNSHIP IN RECREATION	12

TOTAL CORE HOURS	33	TOTAL CORE HOURS	33
RECREATION ADMINISTRATION CONCENTRATION		RECREATION SERVICES CONCENTRATION	
CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND SELECT 12 ADDITIONAL HOURS FROM THE LIST OF ELECTIVE COURSES OR OTHER COURSES APPROVED BY THEIR ADVISOR	15	CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND SELECT 12 ADDITIONAL HOURS FROM THE LIST OF ELECTIVE COURSES OR OTHER COURSES APPROVED BY THEIR ADVISOR	15
REC 320 RECREATION SEMINAR	3	REC 320 RECREATION SEMINAR	3
REC 220 UNDERSTANDING THE NONPROFIT SECTOR	3	REC 220 UNDERSTANDING THE NONPROFIT SECTOR	3
REC 222 RECREATION ACTIVITY FACILITATION	3	REC 222 RECREATION ACTIVITY FACILITATION	3
REC 235 OUTDOOR RECREATION ACTIVITIES	3	REC 235 OUTDOOR RECREATION ACTIVITIES	3
REC 304 TECHNOLOGY IN EVALUATION	3	REC 304 TECHNOLOGY IN EVALUATION	3
REC 326 CHURCH RECREATION	3	REC 326 CHURCH RECREATION	3
REC 330 FOUNDATIONS OF OUTDOOR RECREATION	3	REC 330 FOUNDATIONS OF OUTDOOR RECREATION	3
REC 332 OUTDOOR EDUCATION	3	REC 332 OUTDOOR EDUCATION	3
REC 335 OUTDOOR SKILLS - LAND	3	REC 335 OUTDOOR SKILLS - LAND	3
REC 337 OUTDOOR SKILLS - WATER	3	REC 337 OUTDOOR SKILLS - WATER	3
REC 420 COMMERCIAL RECREATION AND TOURISM	3	REC 420 COMMERCIAL RECREATION AND TOURISM	3
REC 422 CAMPUS RECREATION	3	REC 422 CAMPUS RECREATION	3
REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION	3	REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION	3
REC 426 FACILITY PLANNING AND DESIGN	3	REC 426 FACILITY PLANNING AND DESIGN	3
REC 428 COMMUNITY CENTERS AND PLAYGROUNDS	3	REC 428 COMMUNITY CENTERS AND PLAYGROUNDS	3
REC 430 RECREATION RESOURCE MANAGEMENT	3	REC 430 RECREATION RESOURCE MANAGEMENT	3
REC 434 ENVIRONMENTAL INTERPRETATION	3	REC 434 ENVIRONMENTAL INTERPRETATION	3
REC 435 OUTDOOR EXPEDITION PLANNING	3	REC 435 OUTDOOR EXPEDITION PLANNING	3
REC 437 OUTDOOR LEADERSHIP EXPEDITION	3	REC 437 OUTDOOR LEADERSHIP EXPEDITION	3

REC 439 CHALLENGE COURSE FACILITATION	3	REC 439 CHALLENGE COURSE FACILITATION	3
REC 460 GRANT WRITING FOR NONPROFIT ORGANIZATIONS	3	REC 460 GRANT WRITING FOR NONPROFIT ORGANIZATIONS	3
		<b>REC 480 TRAVEL-BASED LEARNING IN RECREATION AND TOURISM</b>	<b>1-3</b>
REC 482 RECREATION WORKSHOP	1-3	REC 482 RECREATION WORKSHOP	1-3
REC 484 ADVANCED STUDIES IN RECREATION	3	REC 484 ADVANCED STUDIES IN RECREATION	3
REC 493 RECREATION PRACTICUM	3	REC 493 RECREATION PRACTICUM	3
REC 494 NONPROFIT ADMINISTRATION CONFERENCE	1	REC 494 NONPROFIT ADMINISTRATION CONFERENCE	1
REC 496 NONPROFIT INTERNSHIP	3-6	REC 496 NONPROFIT INTERNSHIP	3-6
SPM 200 INTRODUCTION TO SPORT MANAGEMENT	3	SPM 200 INTRODUCTION TO SPORT MANAGEMENT	3
MKT 220 BASIC MARKETING CONCEPTS	3	MKT 220 BASIC MARKETING CONCEPTS	3
MGT 210 ORGANIZATION AND MANAGEMENT	3	MGT 210 ORGANIZATION AND MANAGEMENT	3
ACCT 200 INTRODUCTORY ACCOUNTING - FINANCIAL	3	ACCT 200 INTRODUCTORY ACCOUNTING - FINANCIAL	3
Total Hours for Major (Core + Concentration)	48	Total Hours for Major (Core + Concentration)	48
<b>NONPROFIT ADMINISTRATION CONCENTRATION</b>		<b>NONPROFIT ADMINISTRATION CONCENTRATION</b>	
CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR	15	CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR	15
REC 320 RECREATION SEMINAR	3	REC 320 RECREATION SEMINAR	3
REC 220 UNDERSTANDING THE NONPROFIT SECTOR	3	REC 220 UNDERSTANDING THE NONPROFIT SECTOR	3
REC 460 GRANT WRITING FOR NONPROFIT ORGANIZATIONS	3	REC 460 GRANT WRITING FOR NONPROFIT ORGANIZATIONS	3
MGT 333 MANAGEMENT OF NONPROFIT ORGANIZATIONS – OR– PS 440 ELEMENTS OF PUBLIC	3	MGT 333 MANAGEMENT OF NONPROFIT ORGANIZATIONS – OR– PS 440 ELEMENTS OF PUBLIC	3

ADMINISTRATION		ADMINISTRATION	
MKT 220 BASIC MARKETING CONCEPTS	3	MKT 220 BASIC MARKETING CONCEPTS	3
Total Hours for Major (Core + Concentration)	48	Total Hours for Major (Core + Concentration)	48
OUTDOOR RECREATION CONCENTRATION		OUTDOOR RECREATION CONCENTRATION	
CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR	15	CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR	15
REC 320 RECREATION SEMINAR	3	REC 320 RECREATION SEMINAR	3
REC 330 FOUNDATIONS OF OUTDOOR RECREATION	3	REC 330 FOUNDATIONS OF OUTDOOR RECREATION	3
REC 332 OUTDOOR EDUCATION	3	REC 332 OUTDOOR EDUCATION	3
REC 235 OUTDOOR RECREATION ACTIVITIES –OR- REC 335 OUTDOOR SKILLS – LAND –OR- REC 337 OUTDOOR SKILLS - WATER	3	REC 235 OUTDOOR RECREATION ACTIVITIES –OR- REC 335 OUTDOOR SKILLS – LAND –OR- REC 337 OUTDOOR SKILLS - WATER	3
REC 435 OUTDOOR EXPEDITION PLANNING –OR- REC 437 OUTDOOR LEADERSHIP EXPEDITION –OR- REC 439 CHALLENGE COURSE FACILITATION –OR- REC 430 RECREATION RESOURCE MANAGEMENT –OR- REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION –OR- REC 434 ENVIRONMENTAL INTERPRETATION	3	REC 435 OUTDOOR EXPEDITION PLANNING –OR- REC 437 OUTDOOR LEADERSHIP EXPEDITION –OR- REC 439 CHALLENGE COURSE FACILITATION –OR- REC 430 RECREATION RESOURCE MANAGEMENT –OR- REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION –OR- REC 434 ENVIRONMENTAL INTERPRETATION	3
Total Hours for Major (Core + Concentration)	48	Total Hours for Major (Core + Concentration)	48
FACILITY AND EVENT MANAGEMENT CONCENTRATION		FACILITY AND EVENT MANAGEMENT CONCENTRATION	
CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL	15	CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL	15

TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR		TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR	
REC 320 RECREATION SEMINAR	3	REC 320 RECREATION SEMINAR	3
REC 426 FACILITY PLANNING AND DESIGN –OR- HMD 375 MEETING AND CONVENTION MANAGEMENT	3	REC 426 FACILITY PLANNING AND DESIGN –OR- HMD 375 MEETING AND CONVENTION MANAGEMENT	3
SPM 450 SPORT LAW	3	SPM 450 SPORT LAW	3
MKT 220 BASIC MARKETING CONCEPTS	3	MKT 220 BASIC MARKETING CONCEPTS	3
REC 439 CHALLENGE COURSE FACILITATION –OR- REC 430 RECREATION RESOURCE MANAGEMENT –OR- REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION	3	REC 439 CHALLENGE COURSE FACILITATION –OR- REC 430 RECREATION RESOURCE MANAGEMENT –OR- REC 424 CAMP AND CONFERENCE CENTER ADMINISTRATION	3
Total Hours for Major (Core + Concentration)	48	Total Hours for Major (Core + Concentration)	48
		<b>COMMERCIAL RECREATION &amp; TOURISM</b>	
		<b>CONCENTRATION COURSE REQUIREMENT: STUDENTS WILL TAKE REC 320 AND THE FOLLOWING 12 HOURS OR OTHER COURSES APPROVED BY THEIR ADVISOR</b>	<b>15</b>
		<b>REC 320 RECREATION SEMINAR</b>	<b>3</b>
		<b>REC 420 COMMERCIAL RECREATION AND TOURISM</b>	<b>3</b>
		<b>HMD 271 TOURISM PLANNING AND DEVELOPMENT</b>	<b>3</b>
		<b>REC 480 TRAVEL-BASED LEARNING IN RECREATION AND TOURISM -OR- GEOG 480 TOURISM GEOGRAPHY -OR- HMD 373 HOSPITALITY AND TOURISM MARKETING -OR- HMD 375 MEETING AND</b>	<b>3</b>

		<b>CONVENTION MANAGEMENT - OR- ENT 312 ENTREPRENEURSHIP</b>	
		<b>REC 480 TRAVEL-BASED LEARNING IN RECREATION AND TOURISM -OR- GEOG 480 TOURISM GEOGRAPHY -OR- HMD 373 HOSPITALITY AND TOURISM MARKETING -OR- HMD 375 MEETING AND CONVENTION MANAGEMENT - OR- ENT 312 ENTREPRENEURSHIP</b>	<b>3</b>
		<b>Total Hours for Major (Core + Concentration)</b>	<b>48</b>
<b>GRADE POLICY</b>		<b>GRADE POLICY</b>	
Students must earn a “C” or better in all required courses – REC 200, 302, 306, 320, 328, 402, 404, 406, 490. A maximum of three credit hours of “D” in required courses (with the exception of REC 490) may be allowed with permission from the academic advisor and <del>department head</del> .		Students must earn a “C” or better in all required courses – REC 200, 302, 306, 320, 328, 402, 404, 406, 490. A maximum of three credit hours of “D” in required courses (with the exception of REC 490) may be allowed with permission from the academic advisor and <b>director</b> .	
<b>CATALOG DESCRIPTION</b>		<b>CATALOG DESCRIPTION</b>	
Major in Recreation Administration  The major in Recreation Administration prepares students for exciting careers helping people improve their quality of life by serving their community in nonprofit, government, and commercial recreation services. The major requires a minimum of 48 semester hours (33 core + 15 concentration) and leads to a Bachelor of Science degree.  Students must complete the following required recreation courses: REC 200, 302, 306, 320, 328, 402, 404, 406, and 490. Students must earn a “C” or better in all required courses. A maximum of		Major in Recreation Administration  The major in Recreation Administration prepares students for exciting careers helping people improve their quality of life by serving their community in nonprofit, government, and commercial recreation services. The major requires a minimum of 48 semester hours (33 core + 15 concentration) and leads to a Bachelor of Science degree.  Students must complete the following required recreation courses: REC 200, 302, 306, 320, 328, 402, 404, 406, and 490. Students must earn a “C” or better in all required courses. A maximum of	



<p>three credit hours of “D” in required courses (with the exception of REC 490) may be allowed with permission from the academic advisor and department head.</p> <p>Concentration requirements: In addition to the required courses students must complete one of the following concentrations:</p> <p><b>Students in the Recreation Administration</b> concentration must complete REC 320 and select 12 hours of electives from the following list or other courses approved by their advisor: REC 220, 222, 235, 304, 322, 326, 328, 330, 335, 337, 420, 422, 424, 426, 428, 430, 434, 435, 437, 439, 460, 482, 484, 493, 494, 496, SPM 200, MKT 220, MGT 210, or ACCT 200.</p> <p><b>Students in the Outdoor Recreation</b> concentration must complete REC 320 and the following 12 hours: REC 330, and 332, and (235 or 335 or 337), and (435 or 437 or 439 or 430 or 424 or 434) or other courses approved by their advisor.</p> <p><b>Students in the Facility and Event Management</b> concentration must complete REC 320 and the following 12 hours: (REC 426 or HMD 375), and SPM 450, and MKT 220, and (REC 439 or 430 or 424) or other courses approved by their advisor.</p> <p><b>Students in the Nonprofit Administration</b> concentration must complete REC 320 and the following 12 hours: REC 220, 460, (MGT 333 or PS 440), and MKT 220 or other courses approved by their advisor</p>	<p>three credit hours of “D” in required courses (with the exception of REC 490) may be allowed with permission from the academic advisor and department head.</p> <p>Concentration requirements: In addition to the required courses students must complete one of the following concentrations:</p> <p><b>Students in the Recreation Services</b> concentration must complete REC 320 and select 12 hours of electives from the following list or other courses approved by their advisor: REC 220, 222, 235, 304, 322, 326, 328, 330, 335, 337, 420, 422, 424, 426, 428, 430, 434, 435, 437, 439, 460, <b>480</b>, 482, 484, 493, 494, 496, SPM 200, MKT 220, MGT 210, or ACCT 200.</p> <p><b>Students in the Outdoor Recreation</b> concentration must complete REC 320 and the following 12 hours: REC 330, and 332, and (235 or 335 or 337), and (435 or 437 or 439 or 430 or 424 or 434) or other courses approved by their advisor.</p> <p><b>Students in the Facility and Event Management</b> concentration must complete REC 320 and the following 12 hours: (REC 426 or HMD 375), and SPM 450, and MKT 220, and (REC 439 or 430 or 424) or other courses approved by their advisor.</p> <p><b>Students in the Nonprofit Administration</b> concentration must complete REC 320 and the following 12 hours: REC 220, 460, (MGT 333 or PS 440), and MKT 220 or other courses approved by their advisor</p> <p><b>Students in the Commercial</b></p>
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		<b>Recreation and Tourism concentration must complete REC 320 and the following 12 hours: REC 420, HMD 271 and 6 hours from (REC 480, GEOG 480, HMD 373, HMD 375 or ENT 312) or other courses approved by their advisor.</b>	
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**4. Rationale for the proposed program change:**

- Renaming the Recreation Administration concentration to Recreation Services remedies an awkward major minor naming situation and appropriately reflects the focus of the concentration.
- The newly created course, REC 480, needed to be formally added to the list of electives available to our majors.
- The creation of the commercial recreation and tourism concentration within the major addresses a key area in our profession. It will help students interested in this area to create a stronger academic identity, expedite course selection, more effectively focus their studies within the major, and market themselves while in school and post-graduation.
- Language change in the grade policy reflects the change from a department to a school.
- The catalog description is being changed to reflect the changes noted above.

**5. Proposed term for implementation: Fall 2015**

**6. Dates of prior committee approvals:**

School of Kinesiology, Recreation & Sport	3/11/2015
CHHS Undergraduate Curriculum Committee	3/27/2015
Undergraduate Curriculum Committee	4/23/15
University Senate	

Proposal Date: March 17, 2015

**Ogden College of Science and Engineering  
Department of Agriculture  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Todd Willian, [todd.willian@wku.edu](mailto:todd.willian@wku.edu), 745-5969

## 1. Identification of program:

- 1.1 Current program reference number: 508
- 1.2 Current program title: Major in Agriculture – General Agriculture concentration
- 1.3 Credit hours: 50

**2. Identification of the proposed program changes:**

- Add AGED, AGRI to subcategory 3

### 3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

- See attached document

**4. Rationale for the proposed program change:**

- These course prefix additions were unintentionally omitted when the General Agriculture concentration was developed for iCAP. Addition of these prefixes represents a comprehensive list of Agriculture electives for students to choose from.

**5. Proposed term for implementation and special provisions (if applicable): Fall 2015**

**6. Dates of prior committee approvals:**

Department of Agriculture	3/18/15
Ogden College Curriculum Committee	4/2/15
Professional Education Council (if applicable)	4/9/15
Undergraduate Curriculum Committee	4/23/2015
University Senate	

<p>1. Take the following required basic agriculture courses:  Select From:  AGRI 108  AGMC 170  AGMC 171  AGRO 110  AGRO 350  AGRO 320  ANSC 140  AGEC 360  AGRI 291  AGRI 494  Needs: 27 hours</p>	<p>1. Take the following required basic agriculture courses:  Select From:  AGRI 108  AGMC 170  AGMC 171  AGRO 110  AGRO 350  AGRO 320  ANSC 140  AGEC 360  AGRI 291  AGRI 494  Needs: 27 hours</p>
<p>2. Take two AGRI 398 courses.</p>	<p>2. Take two AGRI 398 courses.</p>
<p>3. Take 21 hours of courses in the Agriculture Department. <del>Suggested</del>  <del>electives include: 6 hours of Animal</del>  <del>Science, 6 hours of Agronomy and/or</del>  <del>Horticulture, 6 hours of Agri-Business,</del>  <del>and 3 hours of Agricultural</del>  <del>Mechanization:</del>  Needs 21 hours  Select from:  ANSC  AGRO  HORT  AGEC  AGMC</p>	<p>3. Take 21 hours of courses in the Agriculture Department.  Needs 21 hours  Select from:  ANSC  AGRO  HORT  AGEC  AGMC  <b>AGED</b>  <b>AGRI</b></p>

**Concerns from the UCC Policy Committee about the Retention Task Force's  
Recommendation to Implement Multi-term Registration**

1. Why does this recommendation help retain students?
2. Are there other options available or brainstormed that would help in student retention?
3. Will students be dropped for their second semester's registration if they do not pay for the first semester?
4. Off campus students sometimes follow a different program sequence. Will there be multiple options for registration?
5. Is there student voice/choice in registration? If the computer program assigns students to a class, will they get to determine what time of day they take a class and what day they take a class?
6. How quickly would the schedule change to accommodate for professors who now need to change what they will be teaching the next semester and order textbooks?
7. How quickly would the schedule change to accommodate needing to hire new adjuncts or faculty to fill in the revised schedule?
8. Planning is problematic. Does planning one year in advance make planning more efficient? Will it solve more problems than it creates?
9. Has this computer program been tested to see if it can handle scheduling and flagging students for the two semesters of classes?
10. What is the time frame for changing the schedule or deleting courses?
11. Will this make new course proposals or deleting courses more difficult because of how students are enrolled in classes ahead of time?