**University College (UC)**

**Office of the Dean**

**54092**

*REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE*

Date: November 1, 2012

The following items are being forwarded for consideration at the November 13, 2012 meeting:

|  |  |
| --- | --- |
| **Type of Action** | **Description of Item and Contact Information** |
| Information | Action: Temporary Course ProposalItem: UC100Contact person: Merrall PriceEmail: merrall.price@wku.eduPhone: 5-4200 |
| Information | Action: Temporary Course Proposal**Item: CHNF 430**Contact person: Jianjun HeEmail: jianjun.he@wku.eduPhone: 5-4220 |
| Action | Action: Proposal to Create a New Course Item: HON 380: Trends Shaping Our Future Contact person: Nate PhelpsEmail: Nathan.Phelps@wku.eduPhone: 5-3447 |

Proposal Date:10/08/2012

**University College**

**Proposal to Create a Temporary Course**

**(Information Item)**

Contact Person: Merrall Price, merrall.price@wku.edu, x745-4200.

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: UC 100.
	2. Course title: College and Career Explorations
	3. Abbreviated course title: College & Career
	4. Credit hours: 1
	5. Schedule type: Seminar.
	6. Prerequisites/corequisites: Open to non-degree seeking students prior to high school graduation only.
	7. Course description: This is a one credit, dual credit on-line course offered to Kentucky high school students to encourage exploration of academic and career choices and the relationship between the two.
2. **Rationale**
	1. Reason for offering this course on a temporary basis:

This is a dual credit course that we would like to offer on a trial basis to Kentucky high school students during the second fall biterm, further encouraging WKU's recruitment and enrollment efforts. If it is successful, we may offer the course as a permanent addition to University College offerings."

* 1. Relationship of the proposed course to courses offered in other academic units:

No other department offers similar courses aimed at high school students.

1. **Description of proposed course**
	1. Course content outline:
		1. Self-assessment: career goals and thinking outside the box.
		2. Self-assessment: potential college majors and what to do with them.
		3. Communication skills.
		4. Financial literacy.
		5. Soft skill development and translation.
		6. Self-marketing.
	2. Tentative text(s)

No traditional textbook: materials will be available online.

1. **Second offering of a temporary course (if applicable) N/A**
	1. Reason for offering this course a second time on a temporary basis:
	2. Term course was first offered:
	3. Enrollment in first offering:
2. **Term of Implementation:** Fall 2012, second biterm.
3. **Dates of review/approvals:**

Curriculum Committee 9/26/12

 Dean 9/27/12

 UCC Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Provost: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date:\_\_/\_\_/\_\_\_\_

**University College**

**Department of Honors College**

**Proposal to Create a Temporary Course**

**(Information Item)**

Contact Person: Jianjun He, jianjun.he@wku.edu, (270)745-4220

1. **Identification of proposed course**
	1. Course prefix (subject area) and number: CHNF 430
	2. Course title: Chinese Culture
	3. Abbreviated course title: Chinese Culture
	4. Credit hours: 3
	5. Schedule type: L, S
	6. Prerequisite: CHNF 420

1.7 Course description:

This advanced Chinese Flagship course is designed to further deepen students’ immersion into Mandarin Chinese by introducing to them the cultural background of the language. Taught entirely in Chinese, the course interweaves learning in both Chinese language and Chinese culture by exploring topics such as history, traditional philosophy, political philosophy, religion, arts and literature, medicine and science.

1. **Rationale**

2.1 Reason for offering this course on a temporary basis:

The Chinese Flagship Program is developing and revising its curriculum, especially its upper level courses. CHNF 430 was taught in Spring 2012 as a temporary course; we would like to offer CHNF 430 again as a temporary course in Spring 2013, which will help us make the decision to propose it as a permanent course in the future. This course is a continuation of CHNF 420, Media Chinese, that was offered in Fall 2012. Chinese Culture is an advanced language course, one of those required by the national Flagship headquarters for students planning to complete their capstone study at Nanjing University in China. The Chinese Flagship Program needs sustained courses at the advanced level; currently it has only two advanced level courses, CHNF 420 and CHNF 440.

* 1. Relationship of the proposed course to courses offered in other academic units:

Although Chinese is also taught in the Modern Languages Department and they have a course titled Intro to Chinese Culture, that course is taught in English. The proposed course is taught entirely in Chinese and, like all Flagship courses, is taught at an accelerated rate, making it distinctively a Flagship course.

1. **Description of proposed course**
	1. Course content outline

Students learn about a broad variety aspects of traditional Chinese culture, including language, philosophical and political thoughts, religious beliefs, government institutions and artistic pursuits through the medium of Chinese.

* 1. Tentative text(s) *Han Tang Qi Xiang*
1. **Second offering of a temporary course (if applicable)**
	1. Reason for offering this course a second time on a temporary basis:

CHNF 430 was offered last spring as a temporary course. Based upon last spring’s teaching, we are making some adjustment to the content and design of the course and would like to propose it again as a temporary course this spring in order to finalize the course construction for a permanent course next year.

* 1. Term course was first offered: Spring 2012.
	2. Enrollment in first offering: 4 (normal enrollment for advanced Flagship courses).
1. **Term of Implementation: Spring 2013**
2. **Dates of review/approvals:**

Department/Division: 10/16/12

 Dean 10/17/12

 UCC Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Provost: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date:\_\_/\_\_/\_\_\_\_

**University College**

**Department: Honors College**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Nathan Phelps, Nathan.Phelps@wku.edu, 745-3447

1. **Identification of Proposed Course:**
	1. Course prefix and number: HON 380
	2. Course title: Trends Shaping Our Future
	3. Abbreviated course title: Trends Shaping Our Future
	4. Credit hours: 3; contact hours: 3
	5. Type of Course: Seminar

1.6 Prerequisites: Sophomore standing; and good standing in the Honors College; or 3.2 GPA; or permission of instructor

* 1. Course catalog listing:

An interdisciplinary and global perspective on significant environmental, demographic, political, technological, and economic trends that will shape the world over the next decades.

1. **Rationale:**
	1. Versions of this course have recently been taught as an Honors Colloquium (HON 300). The Honors College would like to move it from this special, limited offering to a permanent course because we desire Honors students to have expanded opportunities to consider connections between major interdisciplinary trends that will shape our world over the next generation. This course supports the University’s mission of preparing students to be productive, engaged, and socially responsible citizen leaders of a global society, and it supports the University’s and Honors College’s strategic goal of providing more opportunities for interdisciplinary teaching and learning.
	2. Enrollment: 20/section. This enrollment is based on strong enrollment during previous offerings of this course as an Honors Colloquium (HON 300). Honors College students have nine hours of upper-division elective Honors credit to earn, and this course would count as three hours of that credit. Further, due to its writing intensive, formal critical thinking, and interdisciplinary components, Honors students in many majors preparing for their Capstone Experience/Thesis will find this course valuable.
	3. Relationship to other courses offered in the department: There are no equivalent courses offered in the Honors College other than several one-time offerings of honors colloquia exploring related themes.
	4. Relationship of proposed course to courses offered in other departments:

Many departments offer individual courses that partially overlap with the content of this proposed course, but none examine this content comprehensively or with an explicit focus on applying futurist methodologies. For example, GEOG 350 looks at the relationship between economic activity and geography; GEOG 380 and 471 look at issues of sustainability and natural resource management; GEOG 425 looks at geopolitical issues and sources of potential conflict; GEOG 485 looks at the relationship between demographic change and resource management; GEOG 430 looks at cultural dimensions of geography; GEOL 310 looks at global hydrology; GEOL 415 looks at the relationship between geologic processes and human activity; PH 443 looks at health and aging; SOCL 342 also looks at aging; SOCL 363 looks at population and society; SOCL 360 and 460 look at urbanization and community; SWRK 330 and 331 both examine the relationship between the social environment and human behavior; ENV 375 looks at water resources; ENV 490 looks at food safety; WTTI 210 and 211 examine water and wastewater treatment; PHYS 379 examines nanostructures and their bio-medical applications; EE 465 and 490 both focus on robotics; CS 456 looks at artificial intelligence; PS 250, PS 350, PS 449, and PS 457 all deal with international relations and conflict; CS 257 covers information security; CS 250 examines the social implications of computing; JOUR 201 looks at media and society; JOUR 354 looks at international public relations; ECON 380, ECON 475, ECON 496 all deal with aspects of international economics; ECON 430 examines environmental resource economics; ENT 425 examines international dimensions of entrepreneurship; ICSR 300 looks at public problem solving; IDST 395 examines methods of interdisciplinary inquiry; LEAD 450 looks at international leadership; MGMT 305 looks at ethics and critical thinking.

This proposed course is unique from the above courses because of its breadth of coverage and its systematic exploration of what many of these developments might mean for the future.

2.5 Relationship of the proposed course to courses offered at other institutions: Similar courses are offered at Pennsylvania State University (IST 445H: Global Trends and World Issues), University of Minnesota- Duluth (SW 1210: Global Issues), California State University-Fresno (HON 180: Global Citizenship), Fort Hayes State (IDS 470: Global Challenges) Southeast Missouri State University (UI 498: Global Challenges), Kennesaw State University (KSU 1111: Global Challenges), and Georgia College (GC2Y 2000: Seven Revolutions).

1. **Discussion of Proposed Course:**
	1. Course Objectives:

Students who complete this course should be able to:

* identify key trends shaping the next thirty to forty years, such as population/demographic developments; resource management issues; technological developments; the expansion of access to information; global economic integration; conflict and security concerns; and the evolving nature of governance
* integrate knowledge from an array of disciplines to make significant connections between these trends
* evaluate probable and preferred future outcomes based on these emerging trends and develop the skills and awareness necessary for both individual and collective active to effect positive change
* use established academic futurist methodologies
* use terminology and skills associated with the Foundation for Critical Thinking to frame discussions of future trends
* perform academic research on individual trends and communicate this research in well-written essays
* develop the problem-solving skills to become effective leaders and citizens in a globally integrated world
	1. Content Outline:

Exploring the mechanisms of change in the past and present; different ways to analyze trends and data, futurist methodologies, demographic trends, global and local resource issues, technological trends, the information age, global economic integration, conflict and security considerations, issues of governance, decision-making and leadership, exploring the world through different integrative lenses.

* 1. Student Expectations and requirements:

They will be required to read from a variety of primary and secondary sources, do independent research, work in groups, and make presentations about their learning. The primary mode of assessment will be a series of brief papers, participation in class discussions and activities, and completion and oral presentation of an independent research project.

* 1. Tentative texts and course materials:

This course will utilize a wide assortment of web-based resources, scholarly journals, edited collections of essays, and monographs. Examples of web-based resources include TED talks and analytical reports from The Center for Strategic and International Studies, McKinsey and Company, The Pew Research Center, The World Health Organization, and The United Nations. The course will also look at coverage from domestic and foreign media sources, such as the New York Times, the BBC, Al-Jazeera, and the Beijing Times. We will also read relevant articles from popular publications like the Economist, Foreign Policy, Foreign Affairs, Wired, Science, Nature, and the Atlantic Monthly.

Possible texts include: Clint Willis and Nate Hardcastle (eds.) Taking Sides: Clashing Views on Global Issues (McGraw-Hill/Dushkin; 2nd edition, 1999); and Robert M. Jackson (ed.) Annual Editions: Global Issues (McGraw-Hill/Dushkin; 28 edition, 2012).

**4. Resources:**

4.1 Library resources: see attached library resource form and bibliography.

4.2 Computer resources: high speed Internet connections and appropriate projection technology to use web-based resources in class will be necessary.

1. **Budget Implications:**

5.1 Proposed method of staffing: this course will be staffed with existing faculty in the Honors College

5.2 Special equipment needed: none.

* 1. Expendable materials needed: none
	2. Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2013

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

Honors College 18 October 2012

University College Undergraduate Curriculum Committee 30 October 2012

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_