

The Proposed University Studies Program

Design and Implementation



Working
Draft
2-26-09

| University Studies | Skills, Knowledge, Competencies | Critical Thinking ¹ | Self, Society and Values | Global Connections | Effective Communication ³ |
|--|---|--|---|---|---|
| Foundations | | 5 courses | 4 courses | 3 courses + language | 3 courses |
| | 1 st Year Fall | First Year Inquiry (FYI) Critical Thinking in the Humanities | Personal Well-Being | 2 nd language and its cultural contexts ² | University Writing |
| | 1 st year Spring | Mathematical Reasoning Critical Thinking in the Sciences with Lab Critical Thinking in the Social Sciences | | 2 nd language and its cultural contexts ² | Writing Intensive Course |
| | 2 nd Year Fall | | Identity, Diversity & Equity | Approaches for understanding global issues –I ⁵ | Writing or communication intensive (fall or spring) |
| | 2 nd year spring | | Aesthetics | Approaches for understanding global issues –II ⁵ | |
| | 3 rd year May be in major | | Ethical Perspectives ⁴ | Global Big Problems ⁴ | |
| Applications GE Outcomes Expressed in the Major | | 2 courses | Recommended one course | | 2 courses |
| | Junior | Research Course (in major or directed by major) | Values in Action ⁶ Internships, civic engagement, study abroad, Interdisciplinary seminar, service , collaboration with faculty in research project (0-3 credits, in major /directed by major) | | Writing intensive |
| | Senior | Capstone course (in major or interdisciplinary) | | | Writing or Communication intensive |

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|-----------------------------|
| 1 st Year Fall |
| 1 st year Spring |
| |
| Junior |
| Senior |

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| Critical Thinking¹ |
| 5 courses |
| First Year Inquiry (FYI) |
| Critical Thinking in the Humanities |
| Mathematical Reasoning Critical Thinking in the Sciences with Lab Critical Thinking in the Social Sciences |
| 2 courses |
| Research Course (in major or directed by major) |
| Capstone course (in major or interdisciplinary) |

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|---|
| 1 st Year Fall |
| 1 st year Spring |
| 2 nd Year Fall |
| 2 nd year spring |
| 3 rd year May be in major |
| |
| Junior |
| Senior |

| Self, Society and Values | Global Connections |
|---|---|
| 4 courses | 3 courses + language |
| Personal Well-Being | 2 nd language and its cultural contexts ² |
| | 2 nd language and its cultural contexts ² |
| Identity, Diversity & Equity | Approaches for understanding global issues –I ⁵ |
| Aesthetics | Approaches for understanding global issues –II ⁵ |
| Ethical Perspectives ⁴ | Global Big Problems ⁴ |
| Recommended one course | |
| Values in Action ⁶ Internships, civic engagement, study abroad, Interdisciplinary seminar, service , collaboration with faculty in research project (0-3 credits, in major /directed by major) | |

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|-----------------------------|
| 1 st Year Fall |
| 1 st year Spring |
| 2 nd Year Fall |
| 2 nd year spring |
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| |
| Junior |
| Senior |

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| Effective Communication³ |
| 3 courses |
| University Writing |
| Writing Intensive Course |
| Writing or communication intensive (fall or spring) |
| |
| |
| 2 courses |
| Writing or Communication Intensive |
| Writing intensive |

All writing, communication intensive courses except University Writing may be double counted as either a USP, major or elective course.

First Year Fall (15 credits)

- (F) First Year Inquiry (3)
- (F) CA: Mathematics (3)
- (F) Personal Wellbeing (3)
- 2nd Language & Context (3)
- (F) University Writing (3)

Second Year Fall (15)

- (F) Identity, Diversity, Equity (3)
- (F) Approaches Global I (3)
- (F) Writing/Communication (double count)
- Elective- (or major directed) (3)
- Elective- (or major directed) (3)
- Introduction to major (3)

Third Year Fall (15)

- (F) Ethical Perspectives (Major?) (3)
- (APP) Research course in major (3)
- (APP)WCI in major (double count)
- Major (3)
- Major (3)
- Elective(3)

Fourth Year Fall (15)

- Major (3)
- Major (3)
- Elective (3)
- Elective (3)
- Elective (3) OR
- (APP) Values in Action (0-3)

First Year Spring (16 credits)

- (F) CA: Humanities (3)
- (F) CA: Science with lab (4)
- (F) CA: Social Science (3)
- 2nd Language & Context (3)
- (F) Writing Intensive (double count)
- Elective-(or major directed) (3)

Second Year Spring (15)

- (F) Aesthetics (3)
- (F) Approaches Global II (3)
- Major (3)
- Major (3)
- Elective- (or major directed) (3)

Third Year Spring (15)

- (F) Global Big Problems (major?) (3)
- Major (3)
- Major (3)
- Elective- (or major directed) (3)
- Elective (3))

Fourth Year Spring (15)

- (APP) Capstone in major (3)
- (APP) Major WCI (double count)
- Major(3)
- Elective (3)
- Elective (3)

*Example
for a BA
program
(121
credits)*

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F= Foundations

**WCI – Writing or
Communication
Intensive**

APP= Applications

**CA = Critical
Approaches to
Thinking in H, M, S
or SS (any order)**

First Year Fall(15 credits)

- (F) First Year Inquiry (3)
- (F) CA: Mathematics (3)
- (F) Personal Wellbeing (3)
- 2nd Language & Context (3)
- (F) University Writing (3)

Second Year Fall (15)

- (F) Identity, Diversity, Equity (3)
- (F) Approaches Global I (3)
- (F) Writing/Communication (double count)
- Elective- (or major directed) (3)
- Elective- (or major directed) (3)
- Introduction to major (3)

First Year Spring (16 credits)

- (F) CA: Humanities (3)
- (F) CA: Science with lab (4)
- (F) CA: Social Science (3)
- 2nd Language & Context (3)
- (F) Writing Intensive (double count)
- Elective-(or major directed) (3)

Second Year Spring (15)

- (F) Aesthetics (3)
- (F) Approaches Global II (3)
- Major (3)
- Major (3)
- Elective- (or major directed) (3)

*Example for a
BA program
1st and 2nd Years
(121 credits)*

University
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2-26-09

Third Year Fall(15)

(F) Ethical Perspectives (Major?) (3)
(APP) Research course in major (3)
(APP)WCI in major (double count)
Major (3)
Major (3)
Elective(3)

Fourth Year Fall (15)

Major (3)
Major (3)
Elective (3)
Elective (3)
Elective (3) OR
(APP) Values in Action (0-3)

Third Year Spring (15)

(F) Global Big Problems (major?) (3)
Major (3)
Major (3)
Elective- (or major directed) (3)
Elective (3))

Fourth Year Spring (15)

(APP) Capstone in major (3)
(APP) Major WCI (double count)
Major(3)
Elective (3)
Elective (3)

*Example for a
BA program
3rd & 4th Years
(121 credits)*

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Studies
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2-26-09

First Year Fall(15 credits)

- (F) First Year Inquiry (3)
- (F) CA: Mathematics **Math 130 (3)**
- (F) Personal Wellbeing (3)
- 2nd Language & Context (3)
- (F) University Writing (3)

Second Year Fall (16)

- (F) Identity, Diversity, Equity (3)
- (F) Approaches Global I (3)
- (F) Writing/Communication (double count)
Elective- (or major directed) **BIO 112 (4)**
Elective- (or major directed) **PSY 110 (3)**
Introduction to major (3) **PBHL new (3)**

Third Year Fall (16)

- (F) Ethical Perspectives (3)
- (APP) Research course in major **PBHL 304 (3)**
- (APP)WCI in major (double count)
Major (3) **PBHL 301**
Major (3) **PBHL elective**
Elective(3) **Co- req Science with lab (4)**

Fourth Year Fall (16)

- Major **PBHL 400 (3)**
- Major **PBHL 451 (3)**
- (APP) Major WCI (double count) (PBHL 451)
- Major **PBHL 450 (3)**
- PBHL 496 (1)**
- Major **PBHL elective (3)**
- Elective (3)

First Year Spring (16 credits)

- (F) CA: Humanities (3)
- (F) CA: Science with lab **BIO 170 (4)**
- (F) CA: Social Science (3)
- 2nd Language & Context (3)
- (F) Writing Intensive (double count)
Elective-(or major directed) (3)

Second Year Spring (16)

- (F) Aesthetics (3)
- (F) Approaches Global II (3)
- Major (3) **BIO 113 (4)**
- Major **PBHL elective (3)**
- Elective- (or major directed) (3)

Third Year Spring (15)

- (F) Global Big Problems (major?) (3)
- Major (3) **PBHL 351**
- Major (3) **PBHL 375**
- Elective- **PBHL elective (3)**
- Elective (3)

Fourth Year Spring (12)

- (APP) Capstone in major **PBHL 497 (12)**
- (APP) Values in Action (0)

*Example for a BS
program in Public
Health
(120 -123 credits)*

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First Year Fall(15 credits)

- (F) First Year Inquiry (3)
- (F) CA: Mathematics **Math 130 (3)**
- (F) Personal Wellbeing (3)
- 2nd Language & Context (3)
- (F) University Writing (3)

Second Year Fall (16)

- (F) Identity, Diversity, Equity (3)
- (F) Approaches Global I (3)
- (F) Writing/Communication (double count)
- Elective- (or major directed) **BIO 112 (4)**
- Elective- (or major directed) **PSY 110 (3)**
- Introduction to major (3) **PBHL new (3)**

First Year Spring (16 credits)

- (F) CA: Humanities (3)
- (F) CA: Science with lab **BIO 170 (4)**
- (F) CA: Social Science (3)
- 2nd Language & Context (3)
- (F) Writing Intensive (double count)
- Elective-(or major directed) (3)

Second Year Spring (16)

- (F) Aesthetics (3)
- (F) Approaches Global II (3)
- Major (3) **BIO 113 (4)**
- Major **PBHL elective (3)**
- Elective- (or major directed) (3)

*Example
for a BS
program in
Public
Health, 1st
and 2nd
years
(120 -123
credits)*

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Third Year Fall(16)

(F) Ethical Perspectives (3)
(APP) Research course in major **PBHL 304**(3)
(APP)WCI in major (double count)
Major (3) **PBHL 301**
Major (3) **PBHL elective**
Elective(3) **Co- req Science with lab (4)**

Fourth Year Fall (16)

Major **PBHL 400 (3)**
Major **PBHL 451 (3)**
(APP) Major WCI (double count) (PBHL 451)
Major **PBHL 450 (3)**
PBHL 496 (1)
Major **PBHL elective (3)**
Elective (3)

Third Year Spring (15)

(F) Global Big Problems (major?) (3)
Major (3) **PBHL 351**
Major (3) **PBHL 375**
Elective- **PBHL elective (3)**
Elective (3)

Fourth Year Spring (12)

(APP) Capstone in major **PBHL 497 (12)**
(APP) Values in Action (0)

*Example
for a BS
program
in Public
Health, 1st
and 2nd
years
(120 -123
credits)*

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The University Studies Program Benefits for Students

Early exposure to a range of disciplines and potential majors through the 1st year critical thinking courses

Strong focus on combining content and skills will provide better preparation for careers and ongoing studies

Fewer credits means increased opportunity for some students to pursue double-majors and minors

More choice and flexibility for students to explore topics of interest and use this interest to motivate their education

Junior Level Big Problems course provides an opportunity for students from different backgrounds and interests, including transfer students, to engage in “real world” problem solving.

The University Studies Program Benefits for Faculty

All faculty have an opportunity to become involved in the general education program

Having students in a course who want to be there

Opportunity to assess, revise and create new courses for the University Studies Program

Focus on a strong foundation combining content and skills that is continued into the major should improve the overall abilities of students

Increased opportunity for collaboration across disciplines and departments and for the sharing of best practices

Guiding Principles for Implementation

1. The approval and maintenance of courses offers a significant opportunity for developing and defining our campus culture.
2. Many USP courses will have a different context and emphasis than current GE courses, especially learning to learn and the transparency of the educational process. The course proposal and approval process must include ongoing opportunities for education and discussion to develop an informed and activist faculty culture engaged with these issues in each of the four dimensions of the USP: thinking, writing, valuing and connecting.
3. If GE revision is going to affect campus culture, it must be more than repackaging of courses. There should be some explicit presence of the four dimensions of USP in every USP course, i.e., every USP course should orient itself with respect to the USP Grid.
4. A change in student approaches and attitudes towards their education requires some changes on the part of faculty as well.

Guiding Principles for Implementation

5. All departments should have comparable opportunities for having courses approved and offered in the course topic areas of their relevant fields of expertise.

6. Each course topic area will begin with a small selection of courses (perhaps 1 or 2 per department) and a limited number of sections to establish some stability in course scheduling and to spread students across disciplines.

7. In each course topic area distribute sections each semester across participating departments.

8. Faculty involved in the disciplines relevant to a particular course topic area should be involved in educating the general faculty about this area and in making decisions about the selection and maintenance of courses in this area.

9. The Grid offers many opportunities for connecting courses vertically (year-to-year) and horizontally (within a semester). Projects for doing this (like the Clusters and residential links) will be encouraged and become more explicit as USP is implemented.

Proposed Timetable

Fall 2009 through Spring 2010 - Course development

Fall 2010 - Course scheduling for Fall 2011

Fall 2011– Begin new USP system

Course development and approval

Suggested: One GE Council subcommittee for each grid column = 4

Composed of 2 GE council members and 2 experts (rotating)

will work on: faculty development issues in each area

working with faculty and depts. to develop new courses

recommending courses to entire GE Council for approval

Thanks for Your Continuing Participation

GE Council