The Proposed University Studies Program

Design and Implementation
<table>
<thead>
<tr>
<th>University Studies</th>
<th>Skills, Knowledge, Competencies</th>
<th>Critical Thinking</th>
<th>Self, Society and Values</th>
<th>Global Connections</th>
<th>Effective Communication</th>
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<tr>
<td>Foundations</td>
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<tr>
<td>1st Year Fall</td>
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<td>3 courses + language</td>
<td>3 courses</td>
<td>University Writing</td>
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<td>First Year Inquiry (FYI)</td>
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<td>Values in Action</td>
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<td>seminar, service, collaboration</td>
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<td>with faculty in research project</td>
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<td>by major)</td>
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<td>Writing or Communication</td>
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<td>intensive</td>
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## Critical Thinking

<table>
<thead>
<tr>
<th>5 courses</th>
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<tbody>
<tr>
<td>First Year Inquiry (FYI)</td>
</tr>
<tr>
<td>Critical Thinking in the Humanities</td>
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<tr>
<td>Mathematical Reasoning</td>
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<td>Critical Thinking in the Sciences with Lab</td>
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<thead>
<tr>
<th>2 courses</th>
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<tbody>
<tr>
<td>Research Course (in major or directed by major)</td>
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<tr>
<td>Capstone course (in major or interdisciplinary)</td>
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*1st Year Fall*

*1st year Spring*

*Junior*

*Senior*
<table>
<thead>
<tr>
<th></th>
<th><strong>Self, Society and Values</strong></th>
<th><strong>Global Connections</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>1st Year Fall</strong></td>
<td>4 courses</td>
<td>3 courses + language</td>
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<tr>
<td><strong>1st Year Spring</strong></td>
<td>Personal Well-Being</td>
<td>2nd language and its cultural contexts²</td>
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<tr>
<td><strong>2nd Year Fall</strong></td>
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<td>Identity, Diversity &amp; Equity</td>
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<tr>
<td><strong>2nd Year Spring</strong></td>
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<td>Aesthetics</td>
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<tr>
<td><strong>3rd Year</strong></td>
<td>2nd language and its cultural contexts²</td>
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<tr>
<td>May be in major</td>
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<td>Ethical Perspectives⁴</td>
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<tr>
<td><strong>Junior</strong></td>
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<td>Global Big Problems⁴</td>
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<tr>
<td><strong>Senior</strong></td>
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<td>Recommended one course</td>
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<td>Values in Action⁶</td>
<td>Internships, civic engagement, study abroad,</td>
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<td></td>
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<td>Interdisciplinary seminar, service, collaboration with</td>
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<td>(0-3 credits, in major/directed by major)</td>
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<tr>
<td>Year</td>
<td>Course</td>
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<tr>
<td>1st Year Fall</td>
<td>University Writing</td>
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<tr>
<td>1st Year Spring</td>
<td>Writing Intensive Course</td>
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<tr>
<td>2nd Year Fall</td>
<td>Writing or communication intensive (fall or spring)</td>
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<tr>
<td>2nd Year Spring</td>
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<tr>
<td>Junior</td>
<td>Writing or Communication Intensive</td>
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<tr>
<td>Senior</td>
<td>Writing intensive</td>
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</tbody>
</table>

**Effective Communication**

3 courses

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)**

### 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 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)

### Second Year Spring (15)
- **(F) Aesthetics (3)**
- **(F) Approaches Global II (3)**
- **Major (3)**
- **Major (3)**
- **Elective- (or major directed) (3)**

### Third Year Fall (15)
- **(F/F) Ethical Perspectives (Major?) (3)**
- **(APP) Research course in major (3)**
- **(APP) WCI in major (double count)**
  - Major (3)
  - Major (3)
  - Elective (3)

### Third Year Spring (15)
- **(F) Global Big Problems (major?) (3)**
- **Major (3)**
- **Major (3)**
- **Elective- (or major directed) (3)**
  - Elective (3))

### Fourth Year Fall (15)
- **Major (3)**
- **Major (3)**
- **Elective (3)**
- **Elective (3)**
  - **(APP) Values in Action (0-3)**

### Fourth Year Spring (15)
- **(APP) Capstone in major (3)**
- **(APP) Major WCI (double count)**
  - Major (3)
  - Elective (3)
  - Elective (3)

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**Example for a BA program (121 credits)**

### University Studies Draft 2-26-09

- **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)
- 2\textsuperscript{nd} Language & Context (3)
- (F) University Writing (3)

**First Year Spring (16 credits)**
- (F) CA: Humanities (3)
- (F) CA: Science with lab (4)
- (F) CA: Social Science (3)
- 2\textsuperscript{nd} Language & Context (3)
- (F) Writing Intensive (double count)
  Elective-(or major directed) (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)

**Second Year Spring (15)**
- (F) Aesthetics (3)
- (F) Approaches Global II (3)
- Major (3)
- Major (3)
- Elective- (or major directed) (3)

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

University Studies
Draft
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)

**Third Year Spring (15)**
(F) Global Big Problems (major?) (3)
Major (3)
Major (3)
Elective- (or major directed) (3)
Elective (3)

**Fourth Year Fall (15)**
Major (3)
Major (3)
Elective (3)
Elective (3)
Elective (3) OR
(APP) Values in Action (0-3)

**Fourth Year Spring (15)**
(APP) Capstone in major (3)
(APP) Major WCI (double count)
Major (3)
Elective (3)
Elective (3)

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

University Studies
Draft
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)
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)

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 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)

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 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)

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 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)

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)

University Studies Draft
2-26-09
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