**Model #1**

**University Studies Draft**

**Foundations: (18 units)**

<table>
<thead>
<tr>
<th>Communication and Critical Reading: (9 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing, Research and Oral Communication – Year long FR class (6 units)</td>
</tr>
<tr>
<td>Critical Reading and Argumentation (3 units)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science and Quantitative Reasoning: (9 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Universe or Life Forms with Lab</td>
</tr>
<tr>
<td>Physical Universe or Life Forms without Lab</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>
### Lower-Division Breadth: (21 units)

#### Breadth Focus: (9 units) (some examples)

<table>
<thead>
<tr>
<th>Sustainability and Globalization</th>
<th>Society and Human Values</th>
<th>Traditions and Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity and Community</td>
<td>Media and Society</td>
<td></td>
</tr>
<tr>
<td>Contemporary Civilization</td>
<td>Issues in Science, Technology and Society</td>
<td></td>
</tr>
</tbody>
</table>

#### America and the World: (12 units)
Area C, D, C (code), D (code)  
Multiple courses in each area.  
(Includes Code requirements)

### Upper-Division Focus: (9 units)

Area B, C, D  
Areas are similar to L-D Breadth Focus groups.
This model incorporates both coherent curriculum and exploration with an emphasis on intellectual development. This structure includes the uniqueness of University Studies but also contains connections to majors. This model will result in curricular and cultural change.

**Coherence** – Allowing students to focus on a specific interconnected Focus Area, which are based on the mission and values of University Studies. Coherence precludes a course being "owned" by one faculty member.

**Common Experience** – All students should share a common experience. This experience is demonstrated in the year long Writing, Research and Oral Communication course and to an extent, in the Focus Areas.

**Teamwork** – A framework/environment that allows students to discuss and synthesize issues through critical, ethical and creative reasoning within a group setting.

**Exploration** – Providing a wide range of curriculum that allows students to explore different fields of study.

**Interconnection with major** – Improved connections between University Studies and majors. Students see the integration between the two and not as separate types of education that they currently feel they need to “get out of the way”. We must abandon the cultural conception that General Education and the major are separate.

**Senior Project** – Allows students to demonstrate their growth and capacity to self-assess, as well as make connections among US and their major.
Foundations: (18 units)

- A yearlong course which integrates writing and research with oral communications.
- This yearlong course would promote active civic engagement.

- Science -- Requires only one lab.

Lower-Division Breadth Ideas:

- Ideally all 9 units would be taken within one Focus area with multiple courses to fulfill each area.

- Courses in this area cannot be counted as a required course in Majors or Minors.

- A course may be in more than one Focus area.

- Each Focus area will promote civic knowledge and engagement, ethical reasoning and action, and discussion and learning within groups.

- Each Focus area will include a writing intensive research capstone course which would be taken last.

- Includes code courses.
Upper-Division Focus: (9 units)

- Reduce the number of Themes.
- Each Theme must fulfill both diversity requirements.
- Themes should be similar to Lower-Division (L-D) Breadth Focus area; however students are NOT required to follow the same (L-D) Focus area.
- Final course is a Senior Project course that bridges University Studies with their major or requires students to work on their Senior Project in all three courses. This course is a writing intensive course. Maybe have a faculty committee consisting of the Theme coordinators and a faculty member from their major.