

Establishment of the NUS College of Humanities and Sciences (CHS)

In this emerging era characterised by discontinuous change and growing complexity, NUS education must prepare our students to be adaptable, resilient, empathetic and socially responsible. Our students must learn about learning while they are learning.

NUS is making deep reforms to enhance the educational quality, market relevance and learning experience for students of the Faculty of Arts and Social Sciences (FASS) and the Faculty of Science (FOS). We seek to deliver an education that will prepare our graduates for the future, not merely to thrive in it but to shape it. The two Faculties will be jointly establishing the NUS College of Humanities and Sciences (CHS), which will admit its inaugural cohort of 2,500 students in AY2021.

Students admitted to the College will belong to both FASS and FOS, and will have access to faculty, facilities and major and minors offered in both Faculties, as well as the three types of degree programmes offered, namely, the Bachelor of Arts (B.A.), Bachelor of Social Sciences (B.Soc.Sci.) and the Bachelor of Science (B.Sc.). This new curricula structure for CHS, FASS and FOS will allow for greater flexibility and the cross-pollination of disciplines across Humanities, Social Sciences, Science and Mathematics. **The CHS educational model will mark a major shift from NUS' traditional discipline-centric approach to university education, to a flexible, broad-based education.**

CHS will nurture graduates who are competent lifelong learners so that they can identify, seek and pivot themselves towards new opportunities while riding the waves of change and disruption. They will be both problem-chasers and problem-solvers. Given that technologies, industries and the requisite skillsets are always in flux, CHS students will be equipped with **a strong, broad foundation in reading, writing, critical thinking and numeracy** that will enable them to engage in lifelong learning across disciplines. And with this strong broad foundation, students can hone competencies at a deeper level subsequently while always keeping in mind the broader context.

Through **exposure to multiple disciplines and interdisciplinary approaches**, CHS will cultivate in students the ability to think, synthesize and integrate knowledge and insights across disciplines so as to better appreciate and solve complex problems.

The educational hallmarks of the CHS education are:

1. **Four-year Honours Degree Programmes in B.A., B.Soc.Sci and B.Sc.**
 - Students will have adequate time and space to broaden their intellectual horizons and to acquire deep skills.
2. **Broaden intellectual horizons through a distinctive, specially designed CHS Common Curriculum**
 - One-third of the CHS education (13 modules) will be devoted to the Common Curriculum.

WORKING DRAFT

- The CHS Common Curriculum will concertededly impart intellectual breadth. Students will acquire essential foundational skills in literacy, numeracy and critical thinking, and will be given exposure to the intellectual approaches across the Humanities, Social Sciences, Scientific Inquiry and Asian Studies.
- The proposed structure of the Common Curriculum is as follows:

	Module	General Education	CHS Modules	Notes
1	Writing	NUS GE Thinking and Expression Pillar	Module developed/offered by CHS	FAS1101: Writing Academically: Arts and Social Sciences, or SP1541 Exploring Science Communication Through Popular Science
2	Quantitative Reasoning	NUS GE Quantitative Reasoning Pillar		Single module pillar GER1000
3	Asking Questions	NUS GE Asking Questions Pillar		Single module pillar GEQ1000
4	Artificial Intelligence	NUS GE New Pillar		Single module pillar New module
5	Design Thinking	NUS GE New Pillar		Single module pillar New module
6	Asian Studies	Fulfil the NUS GE Singapore Studies Pillar	Interdisciplinary Module developed by CHS	Single module pillar New module
7	Integrated Humanities	Fulfil the NUS GE Human Cultures pillar	Interdisciplinary Module developed by CHS	Single module pillar New module
8	Computational Reasoning / Thinking (or Coding)			Students will read GET1050, or CS1010x series, COS2xxx series, or other BUS approved CT modules
9	Integrated Social Sciences		Interdisciplinary Module developed/offered by CHS	Single module pillar New module
10	Scientific Inquiry I		Interdisciplinary Module developed by CHS	Single module pillar New module New module

11	Scientific Inquiry II		Interdisciplinary Module developed by CHS	Single module pillar New module
12	Interdisciplinary Module Choice		Interdisciplinary Module developed by CHS	
13	Interdisciplinary Module Choice		Interdisciplinary Module developed by CHS	

3. Student-Centric, Flexible Pathways

- Students can choose to pursue any major, second major, major-minor and specialization pathways offered by FASS and FOS, according to their interests, aptitude and career aspirations.
- Students can choose to specialise, or build multiple disciplinary expertise; they can customize their learning portfolio.
- Students who choose to pursue depth by devoting curricular space towards a particular discipline will possess deep specialist knowledge, technical competence and mastery relating to the field.
- Students who pursue double majors or double degrees will develop considerable disciplinary know-how across two disciplines; they will also gain keen interdisciplinary insights across the two areas.
- Students who pursue a single major may utilize the curriculum space to pursue a minor as well as to gain broad exposure to disciplines and connections. Their wide exposure to discipline frameworks and interdisciplinary approaches, and the ability to draw connections, will put them in a strong position to become project convenors and strong team players.

4. Embed new competencies and skills for a digital world

- Students will acquire knowledge and competencies that are highly relevant for the 21st century, namely in Design Thinking, Data Analytics, Computational Thinking and Artificial Intelligence.

5. Market relevance so that graduates are competitive in the job marketplace

- Students who are passionate about disciplines which are perceived to be less market relevant (for example, Philosophy, History, Biological Sciences), can twin it with a major or minor which

is more widely recognized in the market. This will help them to access a wider range of job opportunities.

6. Widen lifelong learning opportunities

- The foundational CHS Common Curriculum will expand students' learning capacity, and allow them to branch into developing in-depth competencies in any field during their university years, or in future, wherever their careers take them.
- Students may build on the modules read by reading further modules on a continuing education basis; completed modules may be stacked towards a certificate, minor, second major or major.

7. Interdisciplinary modules will be offered at all levels

- Students will develop their ability to draw connections and imaginatively; this learning be reinforced through internships, projects and cap-stone projects.

8. Problem-based pedagogies will be widely adopted, with a focus on experiential learning

- Our students will be confronting problems that defy neat and tidy disciplinary boundaries. To understand and solve such problems will require interdisciplinary skills. Hence, a problem-based approach will be an effective way to cultivate interdisciplinary thought processes and analysis. This can later be reinforced with experiential learning as in an internship or project work.