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## The Yale-NUS College and Liberal Arts Education

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Yale-NUS College is a landmark partnership between Yale University and the National University of Singapore. Drawing on the resources and traditions of two great universities, Yale-NUS aims to redefine liberal arts and science education for a complex, interconnected world.

A Yale-NUS College education emphasizes broad-based multi-disciplinary learning in the full range of arts, humanities, and social and natural sciences. The curriculum and pedagogy are built from scratch to harness modern education technologies and to deliver a global and multi-disciplinary education for all Yale-NUS College students. A strong co-curricular programme complements the classroom experience. The aim of the curriculum and co-curriculum is to foster the critical outcomes of a traditional liberal arts education: the appreciation and understanding of breadth and complexity of issues, capacity for critical thinking and problem-solving, and effective communication and leadership skills.

Yale-NUS College was launched in April 2011 and will enroll its inaugural class of 150 students in August 2013.

Students will be housed in Residential College 4 at University Town for the College's first three semesters. After that, Yale-NUS College will move to its dedicated campus hub, which is currently under construction next to the NUS University Town to the north of the NUS main campus at Kent Ridge.

To be completed in 2015, the campus hub of Yale-NUS will be comprised of a learning commons with state-of-the art technology, a black box theatre and performance hall, student facilities and spaces and three residential colleges, each with a unique identity. At the heart of each residential college will be a dining commons where students will eat together, share ideas, debate differences, and develop friendships. Architecturally distinctive and purposefully designed buildings will foster the community life and student engagement central to the Yale-NUS College experience.

For the most updated information on Yale-NUS College, please visit <http://www.yale-nus.edu.sg>

### College Vision

A community of learning,  
Founded by two great universities,  
In Asia, for the world.

### College Mission

Yale-NUS College, a residential college located in Singapore, aims to redefine liberal arts and science education for a complex, interconnected world.

#### A Community of learning.


We are a diverse group of students, faculty, staff, and supporters, dedicated to building a community in which living and learning are intertwined and habits of creativity, curiosity, and critical thinking are encouraged. Our innovative curriculum integrates knowledge from across the disciplines and around the world.


Founded by two great universities.


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An intimate liberal arts college, dedicated to undergraduate education, Yale-NUS draws on the resources and traditions of two great universities. We pursue excellence through innovative teaching and research, and we provide global opportunities for our students.

#### In Asia.

Our location at the crossroads of Asia informs our pedagogy. Drawing on active modes of learning associated with American liberal arts education, we introduce our students to the diverse intellectual traditions and cultures of Asia and the world.

#### For the world.

We educate citizens of the world and uphold the principles of free exchange of ideas, pluralism, and respect for diversity.

Our extra-curricular and residential programmes support student learning and encourage an ethic of service. By our example, we seek to spur innovation in higher education across the globe.

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For up-to-date information, please visit Yale-NUS College's website at <http://www.yale-nus.edu.sg>

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## The Learning Experience

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### 3 The Learning Experience

The learning experience at Yale-NUS College will be intensive and carefully designed, exposing students to a range of core courses while preserving the flexibilities necessary to encourage independent exploration. The curriculum will require students to study both Western and Asian traditions in the humanities and social sciences, with equally strong and significant engagement with the natural sciences. The rigor of the curriculum will encourage students to question relentlessly, think broadly, analyze problems carefully, and evaluate consequences. Students' classroom experiences will be augmented by a wide range of co-curricular activities such as internships, study abroad opportunities and student organizations, as well as the virtually limitless opportunities they will have as members of the college community to study, talk, exercise and engage with one another and their faculty mentors.

Teaching will take place primarily in small, seminar-style classes, with a strong emphasis on intellectual engagement and interaction, thus fostering and encouraging the intellectual habits of curiosity, critical inquiry, and creative thinking in students.

The residential college system has proven an ideal context for liberal arts education at Yale and other leading universities in the United States. Residential colleges are living and learning communities that promote personal and intellectual growth while cultivating citizenship and leadership. The Yale-NUS College will consist of three residential colleges.

Students will live in and become active members of one of these three residential colleges during their four years in Yale-NUS College. Headed by a Rector and Vice-Rector, each residential college will develop a distinctive culture. Campus living is expected for the full duration of a student's candidature.

#### 3.1 Common Curriculum


Even as students at Yale-NUS College pursue personal goals and develop specific knowledge and skills, they all share in one powerful intellectual experience at the heart of their education: they complete an ambitious programme of coursework known as the Common Curriculum. This linked set of courses aims to create a community of learning centered on the most fundamental questions in the liberal arts and science. All individuals benefit from some understanding of the natural world, of the human psyche and social life, literature, the arts and history, and philosophical and mathematical thought. Studying these topics together in a structured fashion, students build a common foundation of knowledge that covers many disciplines. They study issues of abiding human interest and of immediate contemporary importance in a deep and sustained manner, and they emerge with a shared set of references, allowing them to fall easily into serious conversation

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with one another about agenda-setting books they have read and new scientific research programmes to which they have contributed. In this way the Common Curriculum creates a lively campus environment full of well-informed discussion and debate, which in turn deepens the intellectual development of each student.

Creativity and a sense of wonder are highly prized at Yale-NUS, as are sharp analytic skills and the ability to craft persuasive arguments. In each part of the Common Curriculum, students are asked to engage in research and articulate and defend their positions, beliefs, and assumptions. Through such education, they gain an unusually broad understanding of many fields and a robust confidence in their ability to deploy different modes of thought and analysis. The habits of mind and the intellectual abilities gained through this intense form of education will serve them well as they confront the complex challenges of the 21st century world. In addition to the practical benefits that this course of study provides, students often find that a liberal arts and science education offers other rewards too. It can enrich their inner lives, lead them into friendships different from the ones that they might find elsewhere, and foster their ability to step outside the assumptions of their own time and place. The Common Curriculum is part of a larger collegiate environment that helps individuals to cultivate their talents, consider their social responsibilities, and appreciate the humanizing influence of intellectual inquiry.

## Teaching and Learning

In most Common Curriculum courses, weekly lectures offer students a sustained analysis of their topic while small seminars encourage more active learning. The seminars are held twice weekly in groups of no more than 18 students. During those sessions the students may plunge into analysis of a data set or discuss the meaning of challenging texts. They can practice different forms of oral argument, from impromptu spoken responses to prepared presentations to debates. They can present creative essays as well as laboratory reports. They can offer quantitative analysis and assess existing scientific evidence; they can learn to draw inferences from data and to present their findings in clear and effective visual formats, drawing on artistic as well as logical skills.

Students will find that the Common Curriculum gives their studies a degree of intellectual coherence rarely found in higher education today. The courses have been designed in concert with one another, and each is carefully designed to be appropriate for students from a wide range of academic and personal backgrounds. Students are led to draw connections between multiple fields, discover links between literature and the sciences, for example, and connect these discoveries to topics in the social sciences. Experts from outside the Yale-NUS community deliver guest lectures to offer additional vantage points on select topics.

One distinctive feature of the curriculum is Week Seven, a mid-semester programme of discussions and projects that is outside the scope of ordinary coursework. For one week, students leave behind disciplinary coursework and the regular seminars to share insights gained from different fields and bring them to bear on new projects. Faculty lead broad thematic discussions bridging the sciences, social sciences and humanities, and faculty and students together enter into brief but intense learning experiences that cross boundaries and promote creative thought. They may undertake research in a laboratory or explore a nearby field site; they may work with a professor on archival material, create a film or stage a one-act play by a local playwright. The week culminates in a day of presentations and performances demonstrating what has been achieved, and students return to the semester's work refreshed with a renewed sense of purpose.

## 3.2 Majors

Yale-NUS College is a dynamic start-up in the world of higher education. Its faculty is currently engaged in the exciting process of devising a fresh curriculum that draws on the best from the tradition of liberal arts education, while rethinking old practices in light of pedagogical innovations, advanced learning technologies, and the needs of 21st century students.

We have completed the first phase of designing the majors, and their preliminary descriptions represent current thinking about their content, structure, and intellectual flavor. Undoubtedly, however, details about the majors will continue to evolve, with input from students as well as faculty. Students who enter the College will therefore be more than recipients of an education; they will be crucial participants in the development of a new style of liberal arts education for a rapidly changing world.

Each major provides systematic training in a specific academic discipline or interdisciplinary area. The majors are designed to give students ample scope and flexibility to explore their interest in a chosen area of knowledge, while providing direction and depth to their studies. Every student's selection and planning of a major will be guided by close personalized interaction with faculty advisors at Yale-NUS. In designing the majors and helping each student map a path through them, faculty members consider not only the merits of each course on its own, but also the way in which the courses work together to build a coherent set of insights, skills, and knowledge for each student.

Each major builds on a foundation provided by the Common Curriculum, and requires a total of 10 courses in addition to the Common Curriculum. The fourth year capstone project counts for two of those 10 courses. Most majors also require



at least one gateway course, to be completed before the beginning of the student's third year at Yale-NUS.

Every student at Yale-NUS will complete a capstone project as part of his or her major, a year-long supervised endeavor that will develop initiative and independence in research. Students will present the results of their work at the end of the fourth year in presentations to audiences of their peers in the field as well as to faculty and students in other disciplines. Each major will have its own support network for students engaged in capstone projects, including faculty-led seminars for sharing work-in-progress, laboratory and studio spaces, as well as resources for improving the quality of the oral, visual, and written presentation of ongoing research. Graduating students will enjoy the self-confidence and initiative that comes from having successfully conducted a sustained and independent research inquiry.

### 3.3 Degrees Offered

The Yale-NUS College will offer a full-time, four-year course of study, culminating in either of the following:

- Bachelor of Arts with Honours
- Bachelor of Science with Honours

Each student will select a Major from approximately 15 fields of study.

The first two years will be weighted toward a common curriculum, designed to establish a shared educational foundation for all Yale-NUS students. During these two years, students will have intensive exposure to important fields and topics in the humanities and social sciences, as well as a sequence of science courses and the related laboratory experience. Skills development in writing, speaking and conducting independent research will also be emphasized, and there will be opportunities to take elective courses of particular interest.

At the end of the second year, students will select a Major; throughout the third and fourth years, students will take courses appropriate to their selected Major, as well as two more common curriculum courses and other electives. All Majors will require a year-long research seminar and presentation of a senior thesis as a condition of graduation.

#### 3.3.1 Double Degree Programmes

International legal work, for which Singapore is a hub, increasingly involves issues with transnational dimensions relating to commercial, environmental, and corporate, and financial services law. This means there is a demand for lawyers with strong backgrounds in a variety of subjects including global affairs, environmental studies, life sciences, economics, and history.

The Double Degree Programme in Law is a prestigious five-year programme, offered jointly by Yale-NUS College and the NUS Faculty of Law, and provides a truly unique and interdisciplinary legal education in a residential, liberal arts setting. Successful candidates will graduate after five years of study with a Bachelor of Arts (with Honors) degree from Yale-NUS College and a Bachelor of Laws (with Honors) degree from the NUS Faculty of Law.

For the first four years of the programme, students will live at Yale-NUS College and enjoy the full benefits of the residential college experience. Double Degree students will spend their entire first year at Yale-NUS College, taking the Common Curriculum and a specific law-related elective. In Years 2-4, students will split their time between the Common Curriculum, elective courses at Yale-NUS College, and core and elective law courses at NUS Law's Bukit Timah campus. It will also be possible to build in a semester of an exchange programme abroad at one of NUS Law's partner institutions. In Year 5, students will move out of their Yale-NUS residential college and take classes full-time at Bukit Timah. A capstone project will also be pursued in Year 5, entailing a research and writing project in a topic combining law and the liberal arts.

Graduates of the Double Degree Programme will qualify for admissions to the legal profession as Advocates and Solicitors of the High Court of Singapore. They may expect to work for a diverse set of global employers including Singapore and international law firms, large commercial banks, intergovernmental and non-governmental organizations, and institutions such as the Monetary Authority of Singapore, the Media Development Authority, the Infocomm Development Authority, and the Competition Commission of Singapore.

#### 3.3.2 Concurrent Degree Programmes

The Five-Year Concurrent Degree Programme offered by Yale-NUS and the Yale School of Forestry and Environmental Studies (YFES) is designed for students who want to pursue careers in an environmental field. The programme will begin

accepting students from the inaugural August 2013 intake in December 2016:

The key features of the Concurrent Degree Programme are as follows:

- The Yale-NUS Bachelor of Arts (Honors) or Bachelor of Science (Honors) degree will be awarded following completion of four years of undergraduate study.
- For Yale-NUS students admitted to the YFES 5th Year Concurrent Degree Programme, the Master of Environmental Science (MES) or Master of Environmental Management (MEM) degree will be awarded following one additional academic graduate year of study at YFES.
- To be eligible for the 5th Year Programme, Yale-NUS students must complete the Environmental Studies major requirements and spend one semester during their junior or senior year at Yale, taking upper level courses in Yale College in the US.
- Admitted students will also be expected to work in an environmentally-related position for one year following graduation from Yale-NUS, and prior to matriculating at YFES.
- The Master of Environmental Science Degree is designed for students interested in conducting scientific research that contributes toward basic and applied knowledge. The course of study includes formalized training in the philosophy, ethics, and practice of science.
- The Master of Environmental Management Degree is designed for students pursuing careers such as environmental policy, analysis, stewardship, education, consulting, or management concerning natural resource sustainability. The programme aims to provide students with a scientific understanding of ecological and social systems, which then can be applied in a policy or management context.

## 3.4 Special Programmes

### The World Is the Campus

The Centre for International and Professional Experience (CIPE) is the Yale-NUS student's gateway to the world. Through the Centre, students will be able access a portfolio of global opportunities designed to enhance their academic learning, broaden their perspectives, and hone the skills they need to succeed as today's students and tomorrow's leaders. The Centre will also bring the world to Yale-NUS's doorstep, arranging for innovative leadership programming, inviting distinguished visitors across disciplines, and hosting a signature speakers series that will afford students a kaleidoscope of perspectives for framing their education and envisioning their future plans.

### Taking the Yale-NUS education on the road

Linking learning and living is an integral part of a Yale-NUS education, and CIPE will offer an array of opportunities for students to extend their learning beyond the classroom and sharpen their education on the edges of the real world. The Centre and its dedicated team of counselors will work with every Yale-NUS student from his or her arrival on campus to craft an individualized portfolio of learning opportunities, offering programming and services in the following areas:

- Study Abroad (Cultural Immersion)
- International Summer Sessions
- Internships and Fellowships
- Research Attachments
- Career Services and Placement
- Service Learning and Civic Engagement
- Leadership Training and Development
- Graduate and Professional School Advising

CIPE counselors, familiar with assessment and self-reflection tools, will provide support for navigating these opportunities, help students identify areas for improvement and connect each student with the best matches for maximizing his or her growth. Emphasis will be placed on transformative experiences that might shape one's academic interests, influence one's career path, and allow students to explore and go beyond their comfort zones. The Centre will offer guidance in how to choose the right opportunity, preparation to help launch each student in his or her new milieu, and support for each student's intellectual, professional, and personal development during and after the experience.

### The promise of an international perspective

Each Yale-NUS student is guaranteed an opportunity to study abroad or to have an overseas internship, and to participate in exclusive programming such as:

- Interning with a leading Singaporean or multinational company or with an NGO making an impact in the region.
- Studying abroad at Yale University, Yale-in-London, or at one of NUS' Semester Abroad Programmes in over 80 countries.
- Participating in innovative signature offerings such as the NUS Overseas College Programme, which offers internships at start-up companies in entrepreneurial hubs like Silicon Valley, Israel, India, China, Sweden, and

- Singapore.
- Taking part in a wide range of Yale Global Summer Sessions held at Yale and around the world.
- Joining a Yale Bulldogs summer programme hosted by Yale alumni in 13 cities across the globe.

### 3.4.1 Leadership Programmes

A key component of the co-curriculum will be a multi-year sequence of leadership training modules available to every student. Just as businesses now offer training programmes for their high potential employees, the College will organize non-credit classes and seminars in leadership and host student-designed leadership projects. Students will be introduced to theories of leadership and supported to develop practical skills that are integral to success in various settings. Among the topics to be studied will be team-building, cross-cultural communication, negotiation, conflict resolution and goal-setting. Historic and contemporary case studies of great leaders will be a focus, and students will have the chance to meet in small groups with outstanding leaders from government, business and NGOs. They will have access to Leadership Assessment tools ordinarily available to those in senior managerial positions.

### 3.4.2 Internship Opportunities

A range of outstanding internship programmes await Yale-NUS College undergraduates, both in Singapore and overseas. All students will be encouraged to undertake at least one internship during their course of study. Professionals at the dedicated Yale-NUS College Centre for International and Professional Experience will work closely with students to identify outstanding internships in businesses, professions, government, and NGOs.

A commitment of internship places has already been made by a variety of employers, including internships in Asia, Africa, Europe, Latin America, Middle-East and United States. This is a strong signal of their enthusiasm for the kind of graduates that the College promises to develop. Our founding internship partners include:

American Express	New York
American Museum of Nature History	New York
Ascendas Pte Ltd	Singapore
Center for Creative Leadership	Greensboro
Chanel	New York
ClimateWorks	San Francisco
The Coca-Cola Company	Atlanta
Development Bank of Singapore Asset Management	Singapore
Economic Development Board, Singapore	Singapore
Federal Express	Memphis
Frasers Hospitality Pte Ltd	Singapore
GE	Fairfield
Google	Mountain View
Hewlett Foundation	Palo Alto
Hillhouse Capital Management, Ltd	Beijing
Housing and Development Board, Singapore	Singapore
International Enterprise Singapore	Singapore
Keppel Corporation	Singapore

KPMG in Singapore	Singapore
Lazard	New York
Mercy Corps	Portland and field site
Microsoft	Redmond and Singapore
Milbank, Tweed, Hadley & McCloy LLP	United States, Europe, Brazil, Asia and Singapore
National Arts Council, Singapore	Singapore
National Environment Agency, Singapore	Singapore
National Heritage Board, Singapore	Singapore
New York Botanical Garden	New York
Orient-Express Hotels Ltd	Europe
PepsiCo	United States and regional site
Public Service Division, Singapore	Singapore
Santander Bank	Europe and Latin America
Singapore Airlines	Singapore
Singapore Exchange Limited	Singapore
Singapore International Foundation	Singapore
Singapore Press Holdings Limited	Singapore
Singapore Science Centre	Singapore
Singapore Tourism Board	Singapore
SingTel Group	Singapore
Sino-Land Company Limited	Hong Kong
Time Warner Inc	New York
Tony Blair Faith Foundation	London
Total Oil Asia Pacific	Singapore, Europe, Asia, Africa, or Middle East
United Nations	New York
Urban Redevelopment Authority, Singapore	Singapore
World Wildlife Fund	Washington, DC
Yale University Press	London
Zegna Singapore	Singapore

### 3.4.3 International Opportunities

Leadership for the 21st century requires a deeper appreciation of the world - which is a central goal of the College's curriculum. But exposure to another culture and other forms of learning is also of increasing importance. The College will make available to all students an opportunity to go abroad once during their four-year experience. There will be opportunities to engage in academic exchange programmes, summer internships, semester abroad and research projects

at overseas universities and institutions as well as at NUS Overseas Colleges in entrepreneurial hubs in several countries.

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## Common Curriculum

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Even as students at Yale-NUS College pursue personal goals and develop specific knowledge and skills, they all share in one powerful intellectual experience at the heart of their education: they complete an ambitious programme of coursework known as the Common Curriculum. This linked set of courses aims to create a community of learning centered on the most fundamental questions in the liberal arts and science. All individuals benefit from some understanding of the natural world, of the human psyche and social life, literature, the arts and history, and philosophical and mathematical thought. Studying these topics together in a structured fashion, students build a common foundation of knowledge that covers many disciplines. They study issues of abiding human interest and of immediate contemporary importance in a deep and sustained manner, and they emerge with a shared set of references, allowing them to fall easily into serious conversation with one another about agenda-setting books they have read and new scientific research programmes to which they have contributed. In this way the Common Curriculum creates a lively campus environment full of well-informed discussion and debate, which in turn deepens the intellectual development of each student.

Creativity and a sense of wonder are highly prized at Yale-NUS, as are sharp analytic skills and the ability to craft persuasive arguments. In each part of the Common Curriculum, students are asked to engage in research and articulate and defend their positions, beliefs, and assumptions. Through such education, they gain an unusually broad understanding of many fields and a robust confidence in their ability to deploy different modes of thought and analysis. The habits of mind and the intellectual abilities gained through this intense form of education will serve them well as they confront the complex challenges of the 21st century world. In addition to the practical benefits that this course of study provides, students often find that a liberal arts and science education offers other rewards too. It can enrich their inner lives, lead them into friendships different from the ones that they might find elsewhere, and foster their ability to step outside the assumptions of their own time and place. The Common Curriculum is part of a larger collegiate environment that helps individuals to cultivate their talents, consider their social responsibilities, and appreciate the humanizing influence of intellectual inquiry.

### Teaching and Learning




In most Common Curriculum courses, weekly lectures offer students a sustained analysis of their topic while small seminars encourage more active learning. The seminars are held twice weekly in groups of no more than 18 students. During those sessions the students may plunge into analysis of a data set or discuss the meaning of challenging texts. They can practice different forms of oral argument, from impromptu spoken responses to prepared presentations to debates. They can present creative essays as well as laboratory reports. They can offer quantitative analysis and assess existing scientific evidence; they can learn to draw inferences from data and to present their findings in clear and effective visual formats, drawing on artistic as well as logical skills.

Students will find that the Common Curriculum gives their studies a degree of intellectual coherence rarely found in higher education today. The courses have been designed in concert with one another, and each is carefully designed to be appropriate for students from a wide range of academic and personal backgrounds. Students are led to draw connections between multiple fields, discover links between literature and the sciences, for example, and connect these discoveries to topics in the social sciences. Experts from outside the Yale-NUS community deliver guest lectures to offer additional

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vantage points on select topics.

One distinctive feature of the curriculum is Week Seven, a mid-semester programme of discussions and projects that is outside the scope of ordinary coursework. For one week, students leave behind disciplinary coursework and the regular seminars to share insights gained from different fields and bring them to bear on new projects. Faculty lead broad thematic discussions bridging the sciences, social sciences and humanities, and faculty and students together enter into brief but intense learning experiences that cross boundaries and promote creative thought. They may undertake research in a laboratory or explore a nearby field site; they may work with a professor on archival material, create a film or stage a one-act play by a local playwright. The week culminates in a day of presentations and performances demonstrating what has been achieved, and students return to the semester's work refreshed with a renewed sense of purpose.

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

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## Majors

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Yale-NUS College is a dynamic start-up in the world of higher education. Its faculty is currently engaged in the exciting process of devising a fresh curriculum that draws on the best from the tradition of liberal arts education, while rethinking old practices in light of pedagogical innovations, advanced learning technologies, and the needs of 21st century students.

We have completed the first phase of designing the [majors](#), and their preliminary descriptions represent current thinking about their content, structure, and intellectual flavor. Undoubtedly, however, details about the majors will continue to evolve, with input from students as well as faculty. Students who enter the College will therefore be more than recipients of an education; they will be crucial participants in the development of a new style of liberal arts education for a rapidly changing world.

Each major provides systematic training in a specific academic discipline or interdisciplinary area. The majors are designed to give students ample scope and flexibility to explore their interest in a chosen area of knowledge, while providing direction and depth to their studies. Every student's selection and planning of a major will be guided by close personalized interaction with faculty advisors at Yale-NUS. In designing the majors and helping each student map a path through them, faculty members consider not only the merits of each course on its own, but also the way in which the courses work together to build a coherent set of insights, skills, and knowledge for each student.

Each major builds on a foundation provided by the Common Curriculum, and requires a total of 10 courses in addition to the Common Curriculum. The fourth year capstone project counts for two of those 10 courses. Most majors also require at least one gateway course, to be completed before the beginning of the student's third year at Yale-NUS.

Every student at Yale-NUS will complete a capstone project as part of his or her major, a year-long supervised endeavor that will develop initiative and independence in research. Students will present the results of their work at the end of the fourth year in presentations to audiences of their peers in the field as well as to faculty and students in other disciplines. Each major will have its own support network for students engaged in capstone projects, including faculty-led seminars for sharing work-in-progress, laboratory and studio spaces, as well as resources for improving the quality of the oral, visual, and written presentation of ongoing research. Graduating students will enjoy the self-confidence and initiative that comes from having successfully conducted a sustained and independent research inquiry.







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## Degrees Offered

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### 3.3 Degrees Offered

#### 3.3.1 Double Degree Programmes

#### 3.3.2 Concurrent Degree Programmes

### 3.3 Degrees Offered

The Yale-NUS College will offer a full-time, four-year course of study, culminating in either of the following:

- Bachelor of Arts with Honours
- Bachelor of Science with Honours

Each student will select a Major from approximately 15 fields of study.

The first two years will be weighted toward a common curriculum, designed to establish a shared educational foundation for all Yale-NUS students. During these two years, students will have intensive exposure to important fields and topics in the humanities and social sciences, as well as a sequence of science courses and the related laboratory experience. Skills development in writing, speaking and conducting independent research will also be emphasized, and there will be opportunities to take elective courses of particular interest.

At the end of the second year, students will select a Major; throughout the third and fourth years, students will take courses appropriate to their selected Major, as well as two more common curriculum courses and other electives. All Majors will require a year-long research seminar and presentation of a senior thesis as a condition of graduation.

#### 3.3.1 Double Degree Programmes

International legal work, for which Singapore is a hub, increasingly involves issues with transnational dimensions relating to commercial, environmental, and corporate, and financial services law. This means there is a demand for lawyers with strong backgrounds in a variety of subjects including global affairs, environmental studies, life sciences, economics, and history.

The Double Degree Programme in Law is a prestigious five-year programme, offered jointly by Yale-NUS College and the NUS Faculty of Law, and provides a truly unique and interdisciplinary legal education in a residential, liberal arts setting. Successful candidates will graduate after five years of study with a Bachelor of Arts (with Honors) degree from Yale-NUS College and a Bachelor of Laws (with Honors) degree from the NUS Faculty of Law.



For the first four years of the programme, students will live at Yale-NUS College and enjoy the full benefits of the residential college experience. Double Degree students will spend their entire first year at Yale-NUS College, taking the Common Curriculum and a specific law-related elective. In Years 2-4, students will split their time between the Common Curriculum, elective courses at Yale-NUS College, and core and elective law courses at NUS Law's Bukit Timah campus. It will also be possible to build in a semester of an exchange programme abroad at one of NUS Law's partner institutions. In Year 5, students will move out of their Yale-NUS residential college and take classes full-time at Bukit Timah. A capstone project will also be pursued in Year 5, entailing a research and writing project in a topic combining law and the liberal arts.

Graduates of the Double Degree Programme will qualify for admissions to the legal profession as Advocates and

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Solicitors of the High Court of Singapore. They may expect to work for a diverse set of global employers including Singapore and international law firms, large commercial banks, intergovernmental and non-governmental organizations, and institutions such as the Monetary Authority of Singapore, the Media Development Authority, the Infocomm Development Authority, and the Competition Commission of Singapore.

### 3.3.2 Concurrent Degree Programmes

The Five-Year Concurrent Degree Programme offered by Yale-NUS and the Yale School of Forestry and Environmental Studies (YFES) is designed for students who want to pursue careers in an environmental field. The programme will begin accepting students from the inaugural August 2013 intake in December 2016:

The key features of the Concurrent Degree Programme are as follows:

- The Yale-NUS Bachelor of Arts (Honors) or Bachelor of Science (Honors) degree will be awarded following completion of four years of undergraduate study.
- For Yale-NUS students admitted to the YFES 5th Year Concurrent Degree Programme, the Master of Environmental Science (MES) or Master of Environmental Management (MEM) degree will be awarded following one additional academic graduate year of study at YFES.
- To be eligible for the 5th Year Programme, Yale-NUS students must complete the Environmental Studies major requirements and spend one semester during their junior or senior year at Yale, taking upper level courses in Yale College in the US.
- Admitted students will also be expected to work in an environmentally-related position for one year following graduation from Yale-NUS, and prior to matriculating at YFES.
- The Master of Environmental Science Degree is designed for students interested in conducting scientific research that contributes toward basic and applied knowledge. The course of study includes formalized training in the philosophy, ethics, and practice of science.
- The Master of Environmental Management Degree is designed for students pursuing careers such as environmental policy, analysis, stewardship, education, consulting, or management concerning natural resource sustainability. The programme aims to provide students with a scientific understanding of ecological and social systems, which then can be applied in a policy or management context.

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## Double Degree Programmes

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Graduates of the Double Degree Programme will qualify for admissions to the legal profession as Advocates and Solicitors of the High Court of Singapore. They may expect to work for a diverse set of global employers including Singapore and international law firms, large commercial banks, intergovernmental and non-governmental organizations, and institutions such as the Monetary Authority of Singapore, the Media Development Authority, the Infocomm Development Authority, and the Competition Commission of Singapore.

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## Concurrent Degree Programmes

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### 3.4 Special Programmes The World Is the Campus

The Centre for International and Professional Experience (CIPE) is the Yale-NUS student's gateway to the world. Through the Centre, students will be able access a portfolio of global opportunities designed to enhance their academic learning, broaden their perspectives, and hone the skills they need to succeed as today's students and tomorrow's leaders. The Centre will also bring the world to Yale-NUS's doorstep, arranging for innovative leadership programming, inviting distinguished visitors across disciplines, and hosting a signature speakers series that will afford students a kaleidoscope of perspectives for framing their education and envisioning their future plans.

#### Taking the Yale-NUS education on the road

Linking learning and living is an integral part of a Yale-NUS education, and CIPE will offer an array of opportunities for students to extend their learning beyond the classroom and sharpen their education on the edges of the real world. The Centre and its dedicated team of counselors will work with every Yale-NUS student from his or her arrival on campus to craft an individualized portfolio of learning opportunities, offering programming and services in the following areas:

- Study Abroad (Cultural Immersion)
- International Summer Sessions
- Internships and Fellowships
- Research Attachments
- Career Services and Placement
- Service Learning and Civic Engagement
- Leadership Training and Development
- Graduate and Professional School Advising

CIPE counselors, familiar with assessment and self-reflection tools, will provide support for navigating these opportunities, help students identify areas for improvement and connect each student with the best matches for maximizing his or her growth. Emphasis will be placed on transformative experiences that might shape one's academic interests, influence one's career path, and allow students to explore and go beyond their comfort zones. The Centre will offer guidance in how to choose the right opportunity, preparation to help launch each student in his or her new milieu, and support for each student's intellectual, professional, and personal development during and after the experience.

#### The promise of an international perspective

Each Yale-NUS student is guaranteed an opportunity to study abroad or to have an overseas internship, and to participate in exclusive programming such as:

- Interning with a leading Singaporean or multinational company or with an NGO making an impact in the region.
- Studying abroad at Yale University, Yale-in-London, or at one of NUS' Semester Abroad Programmes in over 80 countries.
- Participating in innovative signature offerings such as the NUS Overseas College Programme, which offers



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internships at start-up companies in entrepreneurial hubs like Silicon Valley, Israel, India, China, Sweden, and Singapore.

- Taking part in a wide range of Yale Global Summer Sessions held at Yale and around the world.
- Joining a Yale Bulldogs summer programme hosted by Yale alumni in 13 cities across the globe.

### 3.4.1 Leadership Programmes

A key component of the co-curriculum will be a multi-year sequence of leadership training modules available to every student. Just as businesses now offer training programmes for their high potential employees, the College will organize non-credit classes and seminars in leadership and host student-designed leadership projects. Students will be introduced to theories of leadership and supported to develop practical skills that are integral to success in various settings. Among the topics to be studied will be team-building, cross-cultural communication, negotiation, conflict resolution and goal-setting. Historic and contemporary case studies of great leaders will be a focus, and students will have the chance to meet in small groups with outstanding leaders from government, business and NGOs. They will have access to Leadership Assessment tools ordinarily available to those in senior managerial positions.

### 3.4.2 Internship Opportunities

A range of outstanding internship programmes await Yale-NUS College undergraduates, both in Singapore and overseas. All students will be encouraged to undertake at least one internship during their course of study. Professionals at the dedicated Yale-NUS College Centre for International and Professional Experience will work closely with students to identify outstanding internships in businesses, professions, government, and NGOs.

A commitment of internship places has already been made by a variety of employers, including internships in Asia, Africa, Europe, Latin America, Middle-East and United States. This is a strong signal of their enthusiasm for the kind of graduates that the College promises to develop. Our founding internship partners include:

American Express	New York
American Museum of Nature History	New York
Ascendas Pte Ltd	Singapore
Center for Creative Leadership	Greensboro
Chanel	New York
ClimateWorks	San Francisco
The Coca-Cola Company	Atlanta
Development Bank of Singapore Asset Management	Singapore
Economic Development Board, Singapore	Singapore
Federal Express	Memphis
Frasers Hospitality Pte Ltd	Singapore
GE	Fairfield
Google	Mountain View
Hewlett Foundation	Palo Alto
Hillhouse Capital Management, Ltd	Beijing
Housing and Development Board, Singapore	Singapore
International Enterprise Singapore	Singapore

Keppel Corporation	Singapore
KPMG in Singapore	Singapore
Lazard	New York
Mercy Corps	Portland and field site
Microsoft	Redmond and Singapore
Milbank, Tweed, Hadley & McCloy LLP	United States, Europe, Brazil, Asia and Singapore
National Arts Council, Singapore	Singapore
National Environment Agency, Singapore	Singapore
National Heritage Board, Singapore	Singapore
New York Botanical Garden	New York
Orient-Express Hotels Ltd	Europe
PepsiCo	United States and regional site
Public Service Division, Singapore	Singapore
Santander Bank	Europe and Latin America
Singapore Airlines	Singapore
Singapore Exchange Limited	Singapore
Singapore International Foundation	Singapore
Singapore Press Holdings Limited	Singapore
Singapore Science Centre	Singapore
Singapore Tourism Board	Singapore
SingTel Group	Singapore
Sino-Land Company Limited	Hong Kong
Time Warner Inc	New York
Tony Blair Faith Foundation	London
Total Oil Asia Pacific	Singapore, Europe, Asia, Africa, or Middle East
United Nations	New York
Urban Redevelopment Authority, Singapore	Singapore
World Wildlife Fund	Washington, DC
Yale University Press	London
Zegna Singapore	Singapore

### 3.4.3 International Opportunities

Leadership for the 21st century requires a deeper appreciation of the world - which is a central goal of the College's curriculum. But exposure to another culture and other forms of learning is also of increasing importance. The College will make available to all students an opportunity to go abroad once during their four-year experience. There will be

opportunities to engage in academic exchange programmes, summer internships, semester abroad and research projects at overseas universities and institutions as well as at NUS Overseas Colleges in entrepreneurial hubs in several countries.

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## Leadership Programmes

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## Internship Opportunities

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A range of outstanding internship programmes await Yale-NUS College undergraduates, both in Singapore and overseas. All students will be encouraged to undertake at least one internship during their course of study. Professionals at the dedicated Yale-NUS College Centre for International and Professional Experience will work closely with students to identify outstanding internships in businesses, professions, government, and NGOs.


A commitment of internship places has already been made by a variety of employers, including internships in Asia, Africa, Europe, Latin America, Middle-East and United States. This is a strong signal of their enthusiasm for the kind of graduates that the College promises to develop. Our founding internship partners include:


American Express	New York
American Museum of Nature History	New York
Ascendas Pte Ltd	Singapore
Center for Creative Leadership	Greensboro
Chanel	New York
ClimateWorks	San Francisco
The Coca-Cola Company	Atlanta
Development Bank of Singapore Asset Management	Singapore
Economic Development Board, Singapore	Singapore
Federal Express	Memphis
Frasers Hospitality Pte Ltd	Singapore
GE	Fairfield
Google	Mountain View
Hewlett Foundation	Palo Alto
Hillhouse Capital Management, Ltd	Beijing
Housing and Development Board, Singapore	Singapore
International Enterprise Singapore	Singapore
Keppel Corporation	Singapore


**Part III: Modules**


## Modules

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KPMG in Singapore	Singapore
Lazard	New York
Mercy Corps	Portland and field site
Microsoft	Redmond and Singapore
Milbank, Tweed, Hadley & McCloy LLP	United States, Europe, Brazil, Asia and Singapore
National Arts Council, Singapore	Singapore
National Environment Agency, Singapore	Singapore
National Heritage Board, Singapore	Singapore
New York Botanical Garden	New York
Orient-Express Hotels Ltd	Europe
PepsiCo	United States and regional site
Public Service Division, Singapore	Singapore
Santander Bank	Europe and Latin America
Singapore Airlines	Singapore
Singapore Exchange Limited	Singapore
Singapore International Foundation	Singapore
Singapore Press Holdings Limited	Singapore
Singapore Science Centre	Singapore
Singapore Tourism Board	Singapore
SingTel Group	Singapore
Sino-Land Company Limited	Hong Kong
Time Warner Inc	New York
Tony Blair Faith Foundation	London
Total Oil Asia Pacific	Singapore, Europe, Asia, Africa, or Middle East
United Nations	New York
Urban Redevelopment Authority, Singapore	Singapore
World Wildlife Fund	Washington, DC
Yale University Press	London
Zegna Singapore	Singapore





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## International Opportunities

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Leadership for the 21st century requires a deeper appreciation of the world - which is a central goal of the College's curriculum. But exposure to another culture and other forms of learning is also of increasing importance. The College will make available to all students an opportunity to go abroad once during their four-year experience. There will be opportunities to engage in academic exchange programmes, summer internships, semester abroad and research projects at overseas universities and institutions as well as at NUS Overseas Colleges in entrepreneurial hubs in several countries.


### Part III: Modules

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## Admissions and Financial Aid

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### 4 Admissions and Financial Aid

#### 4.1 Admissions

The College employs a holistic approach to the evaluation of applicants.

Yale-NUS College students will be those who possess:

- a strong record of academic achievement
- demonstrated leadership potential
- an appetite to become critical thinkers capable of rigorous and insightful analysis
- the skills to communicate effectively and engage meaningfully with fellow students
- the motivation to stretch their capacities and make the best use of the College's extraordinary resources, both academic and non-academic
- genuine appreciation for different perspectives and individuals with different backgrounds, interests, and ambitions
- consideration for others and an interest to serve broader society
- the resilience, flexibility, and leadership skills to solve problems and function as high-performing change agents in a variety of demanding careers.


Applicants are required to provide the following information:

- Yale-NUS accepts online applications only. Applicants can apply to Yale-NUS using any ONE of the following three options. Candidates are evaluated the same way regardless of the application method they choose. However, we recommend that students choose the application method that makes the most sense to their specific situation. Each of these applications asks candidates to submit personal information, co-curricular achievements, short answers and two personal essays.
  1. Yale-NUS Application – if candidate is applying to Yale-NUS, and no other US schools
  2. Shared Yale Application – if candidate is interested in applying to both Yale and Yale-NUS at the same time
  3. Common Application – if candidates is interested in applying to Yale-NUS and a variety of other US schools that accept the 'common application'
- Transcripts or Academic Reports from a school official/counselor from the last three years in school. We understand that at the point of application, some applicants may only be able to submit predicted scores or preliminary grades.
- Two teacher recommendation letters from instructors who taught the applicant in academic subjects. When you fill out the application form, you will be asked to provide an email address for each of your teachers/school official/counselor. They will then be sent an email request to complete an online recommendation form for you.
- Standardized Tests:
  - Applicants schooled in Singapore or in countries that do not offer the SAT, such as China, do not have to submit standardized tests as part of their application


**Part III: Modules**

## Modules

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All other applicants must submit the SAT and two SAT II Subject Tests, or the ACT

- All students may, of course, submit standardized tests to bolster their application if desired
- Yale-NUS' CEEB code is 7003 for the SAT and 5482 for the ACT

- English language testing scores: Not all international applicants need to take an English proficiency test such as TOEFL, IELTS, and PTE. But we do expect our Yale-NUS students to be able to understand rapid, idiomatic English and to express themselves easily in both spoken and written English. If English is not your first language, please see our Standardized Testing page for information about language proficiency requirements at Yale-NUS.
- Updated academic credentials after time of application. This update should be submitted only if applicants receive new grades in the middle of the school year or as soon as A-level examinations results are available. Many applicants do not need to send us this form.

Optional documents include:

- Resume
- A scanned copy of the front and back of the applicant's NRIC (for Singapore citizens or Singapore PRs) OR the particulars page of the applicant's passport (for international applicants).

Please check the [admissions calendar](#) for application deadlines in each round.

## 4.2 Financial Aid and Awards

Yale-NUS College welcomes applicants from all backgrounds. We seek the best and brightest students who will take advantage of the unique opportunity to experience a residential liberal arts education in Singapore.

Yale-NUS gives its students access to a remarkable and affordable education, comprised of numerous opportunities for global study and internships, culminating in exceptional value for our students when compared to leading colleges abroad.

Yale-NUS also offers a strong financial aid programme to its students. Merit-based scholarships are given out to recognize the exceptional qualities of students in the College. Need-based study awards are also given out to ensure that Yale-NUS will always be accessible to talented students regardless of their financial situations.

Similar to Yale University and NUS, Yale-NUS College is committed to a need-blind admissions policy. The ability of a student to pay for his/her education at Yale-NUS will not affect his/her admissions decision.

Over and above the fees that are paid by students or supported with scholarships, the Ministry of Education provides a subsidy to the College for every Singaporean student that covers a portion of the full cost of education. International students and permanent residents of Singapore are also eligible for this subsidy if they agree to take up employment in Singapore, or with a Singapore-based company overseas, for three years after graduation. Those international students and permanent residents who do not wish to take up this government subsidy and work in Singapore, or with a Singapore-registered company, after graduation will have the option of paying a supplementary fee in cash or covering the fee through access to a reasonable loan programme offered by the College.

In addition, a number of Community Service Fellowships for international students on financial aid who wish to return to their home countries upon graduation to pursue public or community service employment will be available from funds designated by donors for that specific purpose.

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## Admissions

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