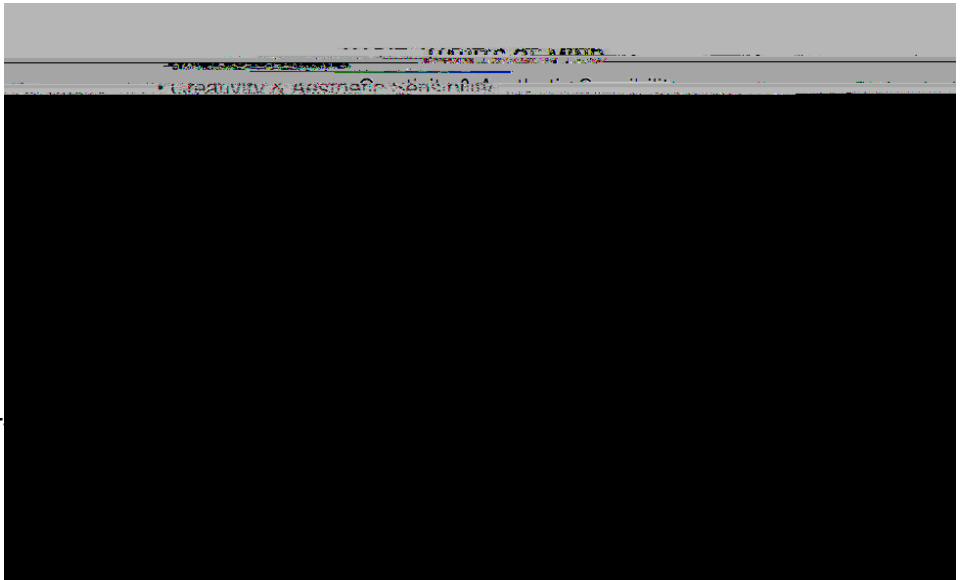




Reimagining General Education:
Toward a New AU Core Curriculum
Proposals January 2

RiSE project's student lifecycle map.) In particular, our proposal is built around a developmental arc that starts with a first-year experience and foundational skills, highlights essential habits of mind, then integrates these skills and habits with the major, culminating in a capstone. At each stage, the curriculum offers sustained attention to equity, diversity and inclusion. We also seek to address current deficits in quantitative g 0 T



Foundation Courses

Complex Problems (3 credits): A 1-year special topics seminar, taught in fall and spring semesters by faculty from across the university and capped at 19 students. We anticipate offering roughly 60% of the total sections of Complex Problems in the fall semester. These sections will be associated with a living-learning community. Students who take Complex Problems in the spring will not live in a living-learning community. All students, including transfer students, must take a Complex Problems seminar. AI.5081 Tc.4. i (A)-1.nTc (a)rA

responsibility in creating new knowledge, in understanding changing dynamics in a world of information, and in

serve in their stead. Units unable to offer formal capstone courses within existing resource allocations may opt to require students to identify signature work in conjunction with an existing upper-level course.

Optional 'Toolkit' Courses

Toolkit Courses courses, normally one credit, designated in the catalogue by a T course type and offered in a variety

