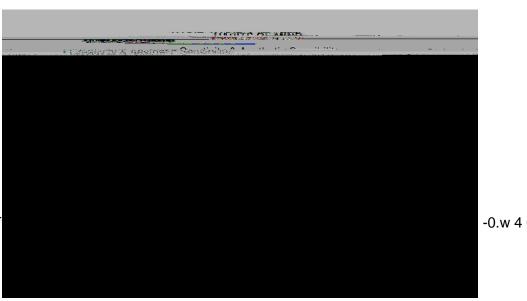


Reimagining General Education: Toward a New AU Core Curriculum Proposabf January 28 RiSE project's student lifeycle map.) In particular, our proposal is built around a developmental arc that starts with a firstyear experience and foundational **sls**; highlights essential habits of mind, then integrates 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 Problem \$3 credits): A \*I-year special topics seminar, taught in fall and spring semesters **tijnfe**ll faculty from across the university and capped at 19 stude/Wes.anticipate offering roughly 60% of the total sections of Complex Problems in the fatemester. 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 comrAllrsitydents, including transfer students, must taka Complex Problems seminamp7AI.5081 Tc.4(. i (A)-1.nTc (a)rA)

responsibility in create new knowledge, in understanding changing dynamidsenworld 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 course.

## Optional 'Toolkit' Courses

Toolkit Coursescourses, normally oneredit, designated in the catalogue by a T course type and offered in a variety