Executive Summary of Changes to the AU Core Proposal

The following changes are a result of faculty feedback, pilot assessment or feasibility.

AUx1 and AUx2 and Complex Problems Pilots
In AY 2017-2018, we will pilot and assess 47 sections of Complex Problems. We will pilot and assess 24 sections of AUx1 and 24 sections of AUx2 during the fall and spring, respectively. AUx courses will continue to pilot different models of instruction, including Guide model instruction, faculty instruction, and staff instruction with adjunct faculty appointments. Assessment results will likely lead to curricular adjustments in each course.

Additionally, drawing on faculty feedback and initial assessment date, we are partnering with CTRL to develop ongoing course development workshops for faculty teaching Complex Problems courses.

Complex Problems Distribution
Rather than offering all Complex Problems courses during the fall semester and in living-learning communities, Complex Problems courses will be distributed over the fall and spring semesters. We anticipate offering 60% of Complex Problems courses in the fall, and students in these sections will be part of living-learning communities. Students who choose to take Complex Problems in the spring will not be housed in living-learning communities. At full implementation, all undergraduate schools will offer Complex Problems courses.

Habits of Mind
Much like the current distribution in the General Education Program, the College of Arts and Sciences will offer the bulk of courses in the five Habits of Mind areas. Courses that are requirements for the major may not be offered as Habits of Mind. Electives and Major Selectives (that is, courses that count toward a major but are not required courses for the major) may be offered as Habits of Mind courses.

University College
The popular University College program will remain but in a modified form. In the Fall 2017 Complex Problems pilot, students enrolled in Complex Problems courses will be members of University College. The program will differ in that more students will be members of the living-learning community, but rather than be supported by a residential Program Assistant, courses will be supported by a non-residential Peer Leader.