The goal of a Brandeis education is to prepare students to be engaged, successful and effective in their chosen fields, in local and national issues, and as global citizens. The new Brandeis General Education curriculum will provide core knowledge and skills through a set of curricular themes that build though first year experiences and major specializations. Students will acquire the ability to think critically across disciplines and in historical perspective, adapt to and create new technologies, communicate effectively, and analyze and assess information and evidence. Alumni will apply their knowledge and skills to seek innovative solutions to the critical problems of our times after acquiring the tools needed to lead balanced and successful lives.

**Brandeis First Year Experience:** The Brandeis First Year Experience will enhance the University Writing Seminar (UWS), a requirement already shared by all first year students, with new integrated curricular and co-curricular elements. The University Writing Seminar teaches transferrable writing skills that students will employ throughout their academic and professional lives. Future Seminar students will be required to attend one of two “Critical Conversations” featuring Brandeis professors, and offered each semester. These Conversations will model the key UWS learning goals of making arguments while analyzing effective evidence and considering counter-positions. Each UWS instructor will require one writing assignment linked to a Conversation and another smaller writing assignment linked to an experiential learning assignment selected by the instructor in consultation with EL staff to complement their course design. The Brandeis First Year Experience aims to build cohort identity, introduce new students to different disciplinary perspectives, model civil discourse, demonstrate the advantages of participating in the rich intellectual co-curricular life of the university, and emphasize and elevate the importance of the University Writing Seminar as a cornerstone of foundational literacies and general education.

**Foundational Literacies:** Requirements in Foundational Literacies include essential learning goals that define undergraduates as writers, communicators, researchers, artists and critical thinkers across the entire liberal arts landscape. A course promoting quantitative reasoning skills will continue as a stand-alone requirement. As students progress in their academic careers, they will expand their core skills in writing, oral communication and a newly defined digital literacy component in their major areas of study. The movement of these requirements into majors and areas of specialization will allow students to gain skills in contexts that will prepare them for success beyond the university.
**Schools of Thought:** As students progress through a major it is important that they gain specialized skills and knowledge without becoming narrow in interest or approach. The Schools of Thought requirements reflects the university's affirmation that all liberal arts graduates should become broadly acquainted with the approaches, perspectives, insights, and methodologies of a variety of disciplines. All students will complete at least one designated course in each of Brandeis’s four Schools of Arts and Sciences: Creative Arts, Humanities, Science, Social Science.

**Health, Wellness, and Life Skills:** Health, Wellness and Life Skills is a new non-credit requirement in which students will complete modules or course equivalents in two areas: Navigating Health and Safety (including instruction in alcohol and drug education, sexual assault prevention, self-defense, CPR, First Aid) and Mind and Body Balance (with instruction in areas such as physical fitness, nutrition, stress management, faith and spirituality). Students may then choose to take a course in Life Skills (with modules in financial literacy, career development, team building and/or negotiation skills, crisis management), or a course from the other two components. Students who complete these requirements will gain confidence and resiliency by learning how to navigate difficult and potentially dangerous situations, gaining a solid foundation in the skills of everyday life, and establishing productive habits of mind and body. A goal of these three modules is to provide students with the tools to successfully balance and succeed in social, professional, community, and global commitments.

**Global Engagement:** In an increasingly complex and interconnected world, Brandeis students are encouraged to actively explore social, political, cultural and linguistic diversity and difference in the United States and in the world. Students will take courses in three areas. For studies focused on the US, Diversity, Equity and Inclusion Studies in the US (DEIS-US) courses will prepare students to engage with dynamics, developments, and divisions within US society, and to explore the historical and contemporary experiences, interests, and perspectives of a wide range of groups and institutions that have shaped life in the United States. In the Difference and Justice in the World (DJW) requirement, students will focus on the social, cultural, political, and/or economic diversity of the human experience within the global or transnational context, and engage in the study of peoples in countries outside the US, their histories, arts, cultures, politics, economies, and religions. Extending our students’ ability to engage globally, the World Languages and Cultures requirement will provide an “intermediate” proficiency in speaking, writing and reading and comprehension in a language other than English. This requirement will enhance an understanding of the challenges of cross-cultural communication, grant access to diverse bodies of knowledge through sources in languages other than English, and provide skills needed to communicate with friends, colleagues, and strangers in work, travel, and community settings.