

Ways of envisioning links between the OLE Core and the Guiding Principles: What are the main features and goals of the proposed OLE Core? How does the proposed OLE Core reflect the principles the faculty approved last fall?

Through the **forward-looking** OLE Core, students explore three Open, Linked, Enduring (OLE) Questions, actively exploring 1) their understanding of the world and their role in it, 2) the skills they need to live a meaningful and purposeful life in community, and 3) how they can live responsibly and prepare for challenges in a dynamic, global society. This exploration begins in a two-semester, First-Year Seminar or in one of St. Olaf's signature First-Year Conversations programs -- discussion-based learning communities that provide foundations in reading, writing, critical thinking, speaking-and-listening, and collaborating in a diverse group.

The OLE Core -- designed to welcome all students, foster belonging, and support their learning without presuming a particular student profile -- **supports the college mission**, which states: "St. Olaf College challenges students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community nourished by Lutheran tradition."

The OLE Core is designed to inspire students to be more thoughtful about how they fulfill the requirements and to provide them with experiences that enable them to articulate the purpose and value of general education. **Student agency** is a guiding principle, but this does not imply that students should have complete and total freedom. The OLE Core thus has **breadth that complements depth in a major** to ensure that all students explore the full range of areas and have a broad liberal arts education. All students will be required to complete the 12 requirements outlined in the working draft, a maximum of 16 courses.

In contrast with the current general education curriculum, which consists of 17 requirements and a maximum of 26 courses, the streamlined, **resource-sensitive** OLE Core will promote stewardship of faculty potential for teaching and mentoring in their areas of interest and expertise. The OLE Core is also resource-sensitive in valuing all parts of the St. Olaf undergraduate experience. The OLE Core recognizes that students learn not only in the classroom, but also in residence halls, rehearsal rooms, practice fields, worship services, student employment, and community organizations. With this in mind, students may complete the Wellness requirement by attending Wellness Center-sponsored events and using a swipes system. The proposed Experiential Learning in Context requirement would allow students to include co-curricular activities in their OLE Core.

In order to have an OLE Core that is **owned and supported by the faculty**, we envision many of the GE requirements being taught by a wide range of faculty across the college, offering a variety of paths for students to choose. For example, Quantitative Reasoning courses could be taught by faculty in areas as diverse as Biology, Economics, Environmental Studies, Exercise Science, History, Music, and Political Science. At least one of the proposed Critical Understanding of Faith and Values courses could be taught in disciplines such as Art History, Classics, English, Music, Psychology, Social Work/Family Studies, Sociology/Anthropology, and Spanish.

As an example of how the OLE Core is designed to be **inclusive, accessible and support equity**, the Experiential Learning in Context requirement is intended to offer all students an opportunity to integrate academic and experiential learning, and explore meaningful vocation. While students will be able to complete this experience through an existing credit-bearing course (e.g., ACE, off-Campus Interim, or DUR), they will also be able to count an internship or summer research experience (e.g., CURI, Steen, Magnus the Good), or propose another activity, such as organizing, promoting, and performing a senior recital, theater production, or art exhibit. Experiential learning through a campus job or summer employment could be among the other options through which students can fulfill this requirement.