

Student Senate Draft GE Endorsement

Date: April 16, 2019

Resolution:

Be it resolved that, the 2018-2019 Student Senate of St. Olaf College recognizes the work of the GE Task Force.

Be it further resolved that, Student Senate endorses the proposed General Education Changes in its current Draft form of the OLE CORE Curriculum: Requirements and Intended Learning Outcomes (appendix A).

Be it further resolved that, Student Senate's endorsement of the current Draft form of the OLE CORE Curriculum: Requirements and Intended Learning Outcomes *rests* on the GE Taskforce bringing the current draft of the Ole Core Curriculum to the wider student body for further discussion.

Be it further resolved that, the Student Senate supports the work of the GE Task Force to continue carrying out their mission of creating a new GE system.

Signatures:

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Appendix A:

Working Draft of the OLE Core Curriculum: Requirements 3/18/19

Through the OLE Core, students explore three Open, Linked, Enduring (OLE) Questions. 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.

Students undertake coursework in three broad areas:

Question 1. In what ways can I understand the world and my role in it?

Religions, Faith, and Values; Power, Inequity, and Race; Historical Perspectives;
Natural Sciences; Social Sciences

Question 2. What skills do I need to live a meaningful and purposeful life in community?

Writing in Context; Quantitative Reasoning; World Languages and Cultures;
Creativity

Question 3. How can I live responsibly and prepare for challenges in a dynamic, global society?

Experiential Learning in Context

As students explore these areas, they learn and practice quantitative, qualitative, creative, communicative, and analytical skills. Through experiential learning, whether on campus or in other contexts, students engage with the world and reflect on their role in it. We envision and will encourage opportunities for students to reflect on their own development and learning as they progress through the new core curriculum.

❖ **First-Year Seminar: 2 courses**

- 2-semester linked seminars, in which a cohort of students stays together, with a different instructor each semester.
- Common elements are discussion-based introduction to the OLE Questions, writing, reading, critical thinking, speaking-and-listening, learning about inequity, and collaborating in a diverse group. Each instructor will customize the seminar in light of their areas of expertise and interest. First-Year Conversations programs will also incorporate these elements.
- Rationale: To create a common entry experience for all students in their first year in order to foster a sense of belonging and community; introduce and begin reflecting

on the OLE Questions; introduce and practice foundational academic skills for the liberal arts, including communicating and collaborating in a diverse group.

- Who supports this: Association of American Colleges & Universities (AAC&U); Ad Hoc Groups 2 and 3; Staff Consulting Group; Student Survey

Question 1. In what ways can I understand the world and my role in it? (6 courses)

❖ Religions, Faith, and Values: 2 courses

- 1 course: **Critical Understanding of Religions, Faith, and Values**
- 1 course: **Theologies in Dialogue**
- Typically offered through the Religion Department but present across the curriculum
- Rationale: To continue St. Olaf College's commitment to the study of religion and expand the goals of the OLE Core to reflect the needs of a changing world. The proposed requirements reflect consideration of research on pedagogy and religion, and attention to innovations in undergraduate education in religion and theology. The proposed requirements are also aligned with the goals of the new Lutheran Center for Faith, Values, and Community, created to encourage the interreligious exploration of faith, values, and vocation in ways that enrich relationships within and beyond the St. Olaf community.
- Who supports this: Ad Hoc Groups 1, 2, and 3; Student Survey

❖ Power, Inequity, and Race: 1 course

- Introduced as a component of FY Seminar
- 1 additional course in any department or program, taken after completion of the FY Seminar
- Rationale: To affirm and continue the 2016 St. Olaf faculty commitment to a revised Multicultural Studies-Domestic (MCD) GE requirement. This requirement, renamed for the OLE Core curriculum, is also aligned with the goals and work of the Council on Equity and Inclusion.
- Who supports this: AAC&U; Ad Hoc Groups 1, 2, and 3; Staff Consulting Group; Student Survey; Council on Equity and Inclusion; Taylor Center for Equity and Inclusion

❖ Historical Perspectives: 1 course

- 1 course engaging historical inquiry to explore OLE Questions, offered across the curriculum
- Rationale: To enhance understanding of how historical processes have resulted in the construction (and deconstruction) of hierarchies of power, identities, traditions, and

ways of knowing.

- Who supports this: Ad Hoc Groups 1, 2, and 3; Staff Consulting Group; Student Survey

❖ **Natural Sciences: 1 course**

- 1 course using natural science tools to explore OLE Questions, with or without a full laboratory component, offered across the curriculum
- Rationale: To enhance understanding of the world using the approaches of the natural sciences.
- Who supports this: Ad Hoc Group 1

❖ **Social Sciences: 1 course**

- 1 course using social science tools to explore OLE Questions, offered across the curriculum
- Rationale: To enhance understanding of the world using the approaches of the social sciences.
- Who supports this: Ad Hoc Groups 1, 2, 3

**Question 2. What skills do I need to live a meaningful and purposeful life in community?
(up to 7 courses)**

❖ **Writing in Context: 1 course**

- One 200-level, writing-intensive course in any department or program, taken after completion of the FY Seminar and before senior year
- GE Task Force encourages at least one additional writing-intensive course in the major
- Rationale: To build on the skills and knowledge acquired and practiced in the FY Seminar, this requirement provides students with focused practice in writing connected with a literacy or literacies, such as data or visual, appropriate to a writing situation.
- Who supports this: AAC&U, Conference on College Composition and Communication (CCCC), Council of Writing Program Administrators (CWPA); Ad Hoc Groups 1, 2, 3

❖ **Quantitative Reasoning: 1 course**

- 1 course, typically offered in the Department of Mathematics, Statistics, and Computer Science, but present across the curriculum
- Rationale: To allow students to use numerical data and apply quantitative or abstract reasoning to explore a broad range of topics across the curriculum.

- Who supports this: Ad Hoc Group 2

❖ **World Languages and Cultures: 3-4 courses**

- Completion of a fourth semester course (or beyond) in French, German, or Spanish; completion of a third semester course (or beyond) in Chinese, Greek, Japanese, Latin, Norwegian or Russian; or proficiency examination; or transfer credit.
- Rationale: To foster cross-cultural engagement through direct interaction, knowledge, and interpretation of cultures expressed through languages other than English. The requirement seeks to provide equity for students studying less commonly taught languages, while promoting a level of proficiency necessary for metalinguistic awareness and the acquisition of skills needed to understand and interpret cultural narratives, beliefs, historical perspectives, and cultural artifacts produced by and for users of the language.
- Who supports this: AAC&U; Ad Hoc Group 1 (ILOs 3, 7, and 9); Ad Hoc Group 2 (ILOs 1, 2, 4, 5, and 6); Ad Hoc Group 3 (ILOs 1, 2, 4, and 5)

❖ **Creativity: 1 course**

- One course in creative inquiry in context, integrating cognition and application
- Rationale: To foster in students the ability to confront ambiguity, to respond to constraints and improvise, develop iterative processes that integrate failure and build resilience, and design embodied experiences and applied solutions for a communal good.
- Who supports this: AAC&U; Ad Hoc Groups 1, 2, and 3; Staff Consulting Group; Student Survey

Question 3. How can I live responsibly and prepare for challenges in a dynamic, global society?

❖ **Experiential Learning in Context: 1 course**

- Internships, ACE courses, Research, Off-Campus Study
- 1 course, usually completed through Internships, ACE courses, Research, or Off-Campus Study
- Rationale: To offer students the opportunity to integrate academic and experiential learning by applying classroom theories and ideas in a practical setting and draw upon experiential learning to advance their understanding in an academic setting. Participation in these immersive activities is already high: since 2015, 93%-95% of all St. Olaf graduates have completed at least 1 internship, ACE course, research experience, or off-campus course (only 33 of the 692 students in the Class of 2018 did not complete any). Given that graduates who do not complete an internship,

ACE course, research experience, or off-campus study are disproportionately first-generation and low-income students, the proposed requirement is aligned with institutional goals for equity of participation, in this case, for all St. Olaf students to benefit from the mentoring, guided inquiry, and reflection that characterize these experiences. The proposed requirement is aligned with the Strategic Plan and is likely to support the work of the Retention Task Force, given research linking immersive experiential learning to student retention.

➤ Who supports this: AAC&U; Ad Hoc Groups 2 and 3; Staff Consulting Group

Total of 11 requirements, up to 16 courses

Working Draft of the OLE Core Curriculum: Intended Learning Outcomes 3/18/19

Please see the OLE Core Curriculum: Requirements document for more specifics. Sources for ILOs are given in the parenthetical italicized information.

❖ First-Year Seminar:

➤ NOTE: We want to ensure that all First-Year Seminars are open to all students. We expect to structure work across the fall and spring seminars with the needs of our increasingly diverse student body in mind. For example, this might mean that there will be more emphasis on oral communication in the fall and more emphasis on writing in the spring.

Students will:

1. Learn about and begin reflecting on the OLE Questions 2. Learn and practice foundational academic skills for the liberal arts:
 - a. The ability to communicate (through the production of written, oral, visual, and digital media), listen, and respond appropriately to a wide range of audiences in varied settings. (*Ad Hoc Group 2, ILO 2*)
 - b. The ability to comprehend and analyze a wide range of texts (written, spoken, and visual), taking account of factors such as text type, audience, and purpose, as well as historical, cultural, and intellectual contexts. (*Ad Hoc Group 1, ILO 9*)
 - c. Learn how systems of power and privilege intersect, create inequities, and affect identities and communities. (*GE Task Force based on Ad Hoc Group 1, ILOs 3 and 7; Ad Hoc Group 3, ILO 1*)
 - d. Develop skills relevant to working in collaborative environments, including the ability to contribute their own independent perspectives and strategies for working

toward consensus. (*Ad Hoc Group 2, ILO 5*)

Question 1. In what ways can I understand the world and my role in it?

❖ Religions, Faith, and Values:

➤ Critical Understanding of Religions, Faith, and Values (*Ad Hoc Group 2*)

Students will demonstrate the ability to:

1. Identify religious phenomena
2. Evaluate how religions influence human social and individual identity
3. Imaginatively inhabit religious and non-religious perspectives
4. Understand, interpret, and evaluate religious texts, symbols, and actions
5. Judge the interaction and dialogue of the religious and the non-religious

➤ Theologies in Dialogue (*Ad Hoc Group 2*)

Students will demonstrate the ability to:

1. Construct theological knowledge
2. Engage in theological dialogue with or from Christianities with other religious traditions and non-religious or with other forms of inquiry.
3. Apply theological knowledge and skills to issues of historical, contemporary, or personal significance

❖ Power, Inequity, and Race:

Students will:

1. Demonstrate the ability to analyze power, privilege, justice, and oppression, past and present (*Ad Hoc Group 3, ILO 1*)
2. Demonstrate deep, contextualized knowledge of how race and ethnicity manifest themselves in U.S. institutions and intersect with other forms of structured inequity such as gender, religion, sexual orientation, and social class. (*MCD*)
3. Demonstrate not only a familiarity with cultural differences and their contributions to a multicultural society, but also a clear understanding of how these differences have been shaped by power, privilege, and inequity. (*MCD*)
4. Demonstrate the ability to use concepts and tools of inquiry from at least one discipline to critically analyze race and ethnicity in the United States. (*MCD*)
5. Demonstrate the ability to reflect critically on how race, ethnicity, power, privilege, and inequity shape their own experiences and the experiences of others. (*MCD*)

❖ Historical Perspectives:

Students will:

1. Demonstrate an understanding of how historical processes have resulted in the construction (and deconstruction) of hierarchies of power, identities, traditions, and ways of knowing by exploring the bidirectional relationship between the past and the present (*Ad Hoc Group 1, ILO 8*)

❖ **Natural Sciences:**

Students will:

1. Gain an understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be appreciated (*Ad Hoc Group 1, ILO 1*)
2. Gain the ability to understand, articulate, and evaluate various positions taken in current debates about social and political issues involving scientific knowledge (*Ad Hoc Group 1, ILO 2*)

❖ **Social Sciences:**

Students will:

1. Gain knowledge and understanding about how people differ with respect to beliefs, values, cultural production, political systems, and material standards of living across the globe (*Ad Hoc Group 1, ILO 7*)
2. Achieve self-knowledge about historical, political, and cultural contexts (*Ad Hoc Group 2, ILO 4*)
3. Gain the ability to apply methods and content across disciplines to address challenges in a dynamic, global society (*Ad Hoc Group 3, ILO 3*).

Question 2. What skills do I need to live a meaningful and purposeful life in community?

❖ **Writing in Context:**

Students will:

1. Understand theories of writing particular to a disciplinary or interdisciplinary course of study. (*GE Task Force based on Conference on College Composition and Communication*)
2. Demonstrate the ability to write as a means for inquiry, learning, thinking, creating, and communicating. (*WRI*)
3. Demonstrate the ability to engage in writing as an iterative process, using flexible strategies for generating drafts, responding to feedback, revising, editing, and proofreading. (*WRI*)
4. Engage data, digital, information, quantitative, or visual literacies appropriate to their particular writing situations. (*GE Task Force based on Council of Writing Program*)

Administrators)

❖ **Quantitative Reasoning:**

Students will:

1. Demonstrate the ability to use numerical data and quantitative or abstract reasoning to explore applied or theoretical problems in the natural or human-made worlds.

❖ **World Languages and Cultures:**

Students will:

1. Demonstrate language proficiency in reading and writing as well as in listening and speaking (modern languages only) commensurate with the amount of study completed. *(FOL)*
2. Demonstrate cultural understanding: The ability to understand, through a target language, that language's culture(s) and one's own culture. *(FOL)*
3. Demonstrate metalinguistic awareness: Awareness of language as a system, and of the ways in which language organizes thought processes and information and reflects culture. *(FOL)*

❖ **Creativity:**

Students will:

1. Demonstrate the ability to cultivate, improvise, adapt, and apply flexible strategies as an iterative, reflective process for creative inquiry in disciplinary or interdisciplinary contexts *(GE Task Force based on Association of American Colleges & Universities, AAC&U)*
2. Integrate cognition and action to design experiences that include embodied, applied solutions to open-ended problems for a communal good *(GE Task Force based on AAC&U)*
3. Develop inclusive practices to deepen their capacity for collaboration, empathy, and resilience *(GE Task Force based on AAC&U)*

Question 3. How can I live responsibly and prepare for challenges in a dynamic, global society?

❖ **Experiential Learning in Context:**

Students will:

1. Integrate academic and experiential learning by applying classroom theories and ideas in a practical setting and draw upon experiential learning to advance their

understanding in an academic setting. (*Ad Hoc Group 2, ILO 6*)

2. Engage meaningfully with communities around them through a variety of immersive experiences (*Ad Hoc Group 3, ILO 4*)
3. Gain knowledge, skills and experiences that present the opportunity for them to encounter and engage the world globally and domestically in ways that develop cultural competence and create positive change (*Ad Hoc Group 1, ILO 3*)