

This is the next phase in our process; it is not definitive.

<p><b>OLE Core Requirement</b> (12 requirements, 16 courses max)</p>	<p><b>Key Features and Rationale</b> (Students...)</p> <p>Courses in the OLE Core explore one, two, or all three of the OLE Questions:  <b>Question 1.</b> In what ways can I understand the world and my role in it?  <b>Question 2.</b> What skills do I need to live a meaningful and purposeful life in community?  <b>Question 3.</b> How can I live responsibly and prepare for challenges in a dynamic, global society?                      [Note: Quoted text in is derived from the <a href="#">current GE Curriculum.</a>]</p>	<p><b>Departments and programs that <b>might</b> teach these courses</b></p>
<p><b>FY Seminar</b> (2 semesters)</p>	<ul style="list-style-type: none"> <li>• Participate in a common entry experience designed to foster a sense of belonging and community.</li> <li>• Are introduced to the OLE Questions, guided reflection, and portfolio development.</li> <li>• Gain foundational academic, social, and interpersonal skills and knowledge for the liberal arts at St. Olaf College. First-Year Seminars are discussion-based learning communities that provide foundations in reading, writing, critical thinking, speaking-and-listening, learning about equity and inclusion, and collaborating in a diverse group.</li> </ul>	<p>All programs and depts</p>
<p><b>Critical Understanding of Faith and Values</b> (1)</p>	<ul style="list-style-type: none"> <li>• Critically interpret and understand religious life (texts, symbols, and actions) and its existence in a pluralist and secular world.</li> <li>• Consider how faith practices and communities shape knowledge of the world through a variety of humanist and social scientific skills.</li> <li>• Consider how religious and secular life regard questions of existence, meaning, through religious practices, wisdom, and community as partners to other human pursuits.</li> </ul>	<p>Art/Art History, English, History, Classics, Music, Philosophy, Religion, SOAN, and others.</p>
<p><b>Theologies in Dialogue</b> (1)</p>	<ul style="list-style-type: none"> <li>• Explore theological fluency focused on the engagement, cooperation, conflict, and solidarity occurring in the world.</li> <li>• Consider how Christianity and world religions, the secular, or non-religious phenomena and inquiry interact as claims and arguments. Gives equal footing to students who do not participate in a religious community and those who do, as well as provides choice to students who want to explore theology as articulated in Islam, Judaism, Buddhism, Hinduism, and other religious traditions.</li> </ul>	<p>Many courses taught in Philosophy and Religion.</p>
<p><b>Power, Inequity, and Race</b> (1)</p>	<ul style="list-style-type: none"> <li>• Gain deep, contextualized knowledge of how race and ethnicity manifest themselves in U.S. institutions and intersect with other forms of structural inequity such as gender, religion, sexual orientation, and social class.</li> <li>• Acquire familiarity with cultural differences and their contributions to a multicultural society; also, a clear</li> </ul>	<p>All programs and depts</p>

	<p>understanding of how these differences have been shaped by power, privilege, and inequity.</p> <ul style="list-style-type: none"> <li>● Use concepts and tools of inquiry from at least one discipline to critically analyze race and ethnicity in the United States, but need not focus exclusively on the U.S.</li> <li>● Reflect critically on how race, ethnicity, power, privilege, and inequity shape students’ own experiences and the experiences of others.</li> </ul>	
<p><b>Global Histories and Societies (1)</b></p>	<ul style="list-style-type: none"> <li>● Interrogate the ways in which the past is known, constructed, deconstructed, curated and preserved by the present, without privileging any tradition, region or period; global in scope and intent.</li> <li>● Focus on analyzing and understanding textual, artistic and oral evidence within the broader historical and cultural contexts in which they were created. “Historical context” is an intentionally broad term, embracing a wide range of subjects and phenomena. This includes institutional contexts—the political, economic, social, religious and artistic—intellectual contexts—theology, philosophy, science, and political and economic theory—and creative contexts—art, literature, music, dance, theater, film, and digital media.</li> </ul>	<p>AmCon, AFAD, Art/Art History, Asian Studies, AsianCon, Classics, Dance, Economics, English, Environmental Studies, EnCon, Great Con, History, Languages, Music, Philosophy, Political Science, PACon, RACE, Religion, SOAN, SciCon, Theater, Women’s &amp; Gender Studies, and others.</p>
<p><b>Scientific Exploration and Investigation (1)</b></p>	<ul style="list-style-type: none"> <li>● Gain “knowledge of scientific content and scientific principles in a disciplinary or interdisciplinary field within the natural sciences.”</li> <li>● Gain “proficiency in the application of the scientific method, including the appropriate collection, analysis, and interpretation of data, and effective communication of findings;” requires a minimum of 10-12 hours during the semester in the classroom or in a laboratory or field setting.</li> <li>● “Acquire an ability to use scientific terminology appropriately in meaningful scientific dialogue.”</li> <li>● Develop an “understanding of the process of science as an intellectual pursuit and of the ways in which scientific ideas evolve and come to be accepted.”</li> </ul>	<p>Biology, Chemistry, EnCon, Environmental Studies, Exercise Science, Nursing, Physics, Psychology, as well as Neuroscience and others.</p>
<p><b>Social Investigation and Analysis (1)</b></p>	<ul style="list-style-type: none"> <li>● Use social science approaches to better understand human complexity.</li> <li>● Analyze important social issues through theories and empirical evidence.</li> <li>● Develop the ability to evaluate social science research.</li> </ul>	<p>Economics, History (Public History), Nursing, Political Science, Psychology, SOAN, Social Work, and others.</p>
<p><b>Writing in Context (1)</b></p>	<ul style="list-style-type: none"> <li>● “Develop the ability to write effectively in a form appropriate to a particular disciplinary or interdisciplinary course of study.”</li> <li>● “Develop the ability to write as a means for inquiry, learning, thinking, and communicating connected to a literacy or literacies, such as data or visual, appropriate to a writing situation.”</li> <li>● “Develop the ability to engage in writing as a systematic, iterative process, using flexible strategies for generating drafts, responding to feedback, revising, editing, and proofreading.”</li> </ul>	<p>All programs and depts</p>

	<ul style="list-style-type: none"> <li>• A 200-level writing-intensive course taken after the First-Year Seminar and prior to senior year.</li> </ul>	
<b>Quantitative Reasoning (1)</b>	<ul style="list-style-type: none"> <li>• Gain knowledge of quantitative and computational methods.</li> <li>• Apply quantitative and computational knowledge in contexts of interest to the student. Examples of students’ applications of quantitative reasoning could be collected in portfolios and evaluated to determine whether they contain evidence that the QR ILOs have been satisfied.</li> </ul>	Many courses in Mathematics, Statistics, and Computer Science, applied across the curriculum.
<b>World Languages and Cultures (up to 3 or 4 courses)</b>	<ul style="list-style-type: none"> <li>• Acquire “proficiency in reading and writing (all languages) as well as in listening and speaking (modern languages only) commensurate with the amount of study completed.”</li> <li>• Develop “the ability to understand, through a target language, that language's culture(s) and one's own culture.”</li> <li>• Gain “awareness of language as a system, and of the ways in which language organizes thought processes and information and reflects culture.”</li> </ul>	Most courses in Chinese, French, German, Greek, Japanese, Latin, Norwegian, Russian Language and Area Studies, and Spanish, as well as Asian Studies, German Studies, Latin American Studies, Middle East Studies, Nordic Studies, and others.
<b>Creativity and Creative Expression (1)</b>	<p>Context: Develop the ability to:</p> <ul style="list-style-type: none"> <li>• identify, analyze, and evaluate the formal properties of creative works (text, art, music, visual media, embodied movement) in aesthetic, cultural or intellectual context(s)</li> </ul> <p>Practice: Develop the ability to:</p> <ul style="list-style-type: none"> <li>• create iterative processes that integrate failure and build resilience</li> <li>• recognize and design an individual creative process and applied solutions solutions for a communal good</li> <li>• respond to constraints and improvise</li> </ul> <p>Courses must give attention to both context and practice.</p>	Art, Classics, Dance, English, Film Studies, Languages, Media Studies, Music, Philosophy, Theater, and others.
<b>Experiential Learning in Context (1)</b>	<ul style="list-style-type: none"> <li>• Integrate academic and experiential learning by applying classroom theories and ideas in a practical setting.</li> <li>• Draw upon experiential learning to advance understanding in an academic setting.</li> <li>• Foster equity of participation for all students to benefit from the mentoring, guided inquiry, and reflection that characterize experiential learning.</li> </ul>	All programs and depts: ACE courses, DURs, internships, off-campus courses, and other approved experiential learning, including approved non-credit-bearing activities (e.g., CURI or other summer research, leadership positions).