INTEGRATIVE COURSEWORK

An Amendment to the Resolution for the OLE Core
to permit the satisfaction of multiple Core requirements through sequences or clusters of courses
offering multi-disciplinary approaches.

MOTION:

It is moved that the section on Policies and Procedures be amended as follows.

The section titled "Courses Can Carry a Maximum of Two Requirements" will be amended to remove the sentence "The same rules apply to the individual courses within a multi-course sequence, such as a conversation program or other learning community."

And following the section titled "Depending on the Course and Requirement in Question, Students Can Fulfill One or Two Requirements with a Single Course" a new section will be added:

> **Integrative Coursework**: Notwithstanding these limitations, at the discretion of the Curriculum Committee, integrative sequences or clusters of courses may fulfill multiple Core requirements.

RATIONALE:

The amendment preserves flexibility and creativity in the implementation of the OLE Core, and strengthens the ethos of a liberal arts college. Integrative, interdisciplinary programs allow students to encounter complex problems, or complex historical and cultural phenomena through complementary lenses. Students get a clearer sense of the character of a given discipline when they employ it alongside other disciplines to respond to a single issue. Their learning is especially meaningful and lasting when it happens in integrative sequences of courses. The Conversations programs (PACon, SciCon, Asian Con, EnCon, AmCon, and Great Con) are good examples. They draw students to St. Olaf, they provide satisfying teaching experiences, they strengthen collegial bonds across departmental lines, and they enhance our reputation. Other models (such as "Grand Challenges") might be envisioned. They are exemplary implementations of the pursuit of "open, linked, enduring" questions. The new curriculum should facilitate such programs.

In integrative programs, learning goals *are not met in single courses, but in streams of experience across many courses.* Thus it often happens that multiple requirements are conferred administratively in the last course—not because the course in isolation contains all the learning, but because it represents the culmination of several streams of learning. The new OLE Core should allow for the recognition of such integrations. The existing policy language of the proposed OLE Core may be taken to prohibit them.

Moreover, many existing integrative programs (and many possible new programs) seem likely to address Core requirements besides those now identified as eligible for double-counting. A revised SciCon or AmCon, for example, might address several Core requirements besides those eligible for double-counting. In such cases, the culminating course of the sequence would carry those multiple Core requirements. The OLE Core should allow consideration of such combinations. The existing policy language of the proposed OLE Core may also be taken to prohibit them.

Specific guidelines and criteria for integrative programs should be developed by the Curriculum Committee as the OLE Core is implemented. We trust the Curriculum Committee to weigh the merits of specific proposals in light of the overall design of the Core. The OLE Core itself should expressly welcome creative proposals for integrative ways to implement the Core requirements, not raise policy barriers against the prospect of revised, or new integrative programs.