

Convergence in Social Science Hits Roadblocks: Limited Courses, Administrative Gaps

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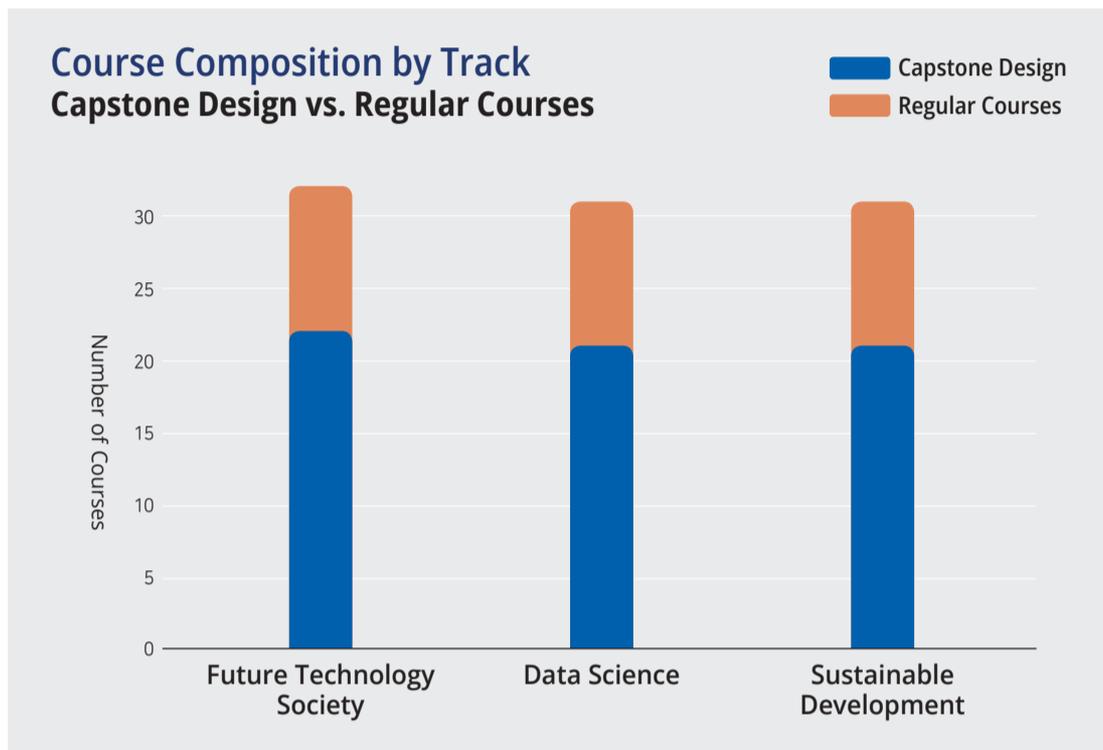
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Kyung Hee University Convergence in Social Science aims to help students build interdisciplinary skills through cross-department courses. Four years after its launch, however, limited course offerings and schedule conflicts remain. Students often prioritize graduation requirements over genuine exploration.

Project-oriented Courses Dominate and Limit Learning

The Convergence in Social Science program consists of three tracks: Future Technology Society, Data Science, and Sustainable Development. According to the curriculum implementation guidelines, each track requires 39 credits for a double major. The goal is for students to gain interdisciplinary skills by choosing courses across the College of Politics & Economics. In practice, however, structural limitations restrict their learning experience.

According to the program's website, 22 of 32 courses in the Future Technology Society track and 21 of 31 courses in the Data Science and Sustainable Development tracks are "Capstone Design or Independent Study courses." These project-oriented courses are not mandatory, but their high proportion limits the number of regular courses available. The result is that students can choose roughly 10 elective courses per year, less than half a



Course composition by track

Yet, limited courses, frequent cancellations, and dependence on departmental schedules continue to constrain students' learning.



College of Politics & Economics Building

Photo: College of Politics & Economics (khsma.khu.ac.kr)

semester's worth. This restricts opportunities for genuine interdisciplinary exploration.

Students Cite Repetition and Cancellations

Na Ho-yeol, a student from the Dept. of Sociology double-majoring in the Data Science track, explained that the curriculum felt more like

"checking boxes" than learning new skills. "I can complete the minimum courses needed for graduation, but the classes I can truly learn from are extremely limited." He said students often have to fill many elective credits with project courses that do not always provide enough practice in data analysis or machine learning. "Team projects often do not provide sufficient experience in data analysis or machine learning. The track is called Data Science, but the actual learning content is not significantly different," he added.

Na also criticized repetition and uneven levels across courses. "Many classes cover basic Python coding or introductory machine learning concepts. Even taking multiple courses, there is little variation in what we learn. Opportunities for advanced, skill-level-appropriate practice are scarce," he said. Beyond repetition, Na said course availability is unpredictable. "The number of available courses each semester keeps shrinking.

Of the courses listed on curriculum, only three or four are actually offered, and last-minute cancellations are common."

These constraints force students to focus on fulfilling graduation requirements rather than pursuing interdisciplinary exploration. High project-course ratios, limited regular courses, and repetitive content significantly restrict the original goal of the program: broad, flexible learning across the social science disciplines.

Administrators Say They Are Reviewing Options

The College of Politics & Economics administration said they are aware of the problem and considering changes. "We are reviewing courses in each department that can be included in the convergence program and adding new courses where needed." Creating additional tracks is also being considered to expand learning opportunities.

Yet fundamental structural limitations remain. The convergence program relies on existing courses from individual departments. It cannot independently create a timetable or adjust course offerings. The administration explained, "Each student's major plan and required credits differ. It is not feasible to manage all cases or adjust timetables systematically." As a result, cancellations and schedule conflicts remain difficult to resolve.

These issues affect student choice. Upon reviewing the course catalog, it was found that for 2025, many recommended courses were offered only in specific semesters, and last-minute cancellations due to low enrollment or departmental issues were frequent. Students had to check course availability each semester and revise their plans. Guidelines for alternatives or make-up options were unclear, creating additional uncertainty.

The administration continues to seek improvements. Expanding course offerings, creating additional tracks, strengthening student guidance, and supporting course planning are all under consideration. However, because the program depends on departmental timetables, faculty assignments, and internal policies, students may experience limited tangible improvement.

The program was created to encourage flexible learning across disciplines. Yet, limited courses, frequent cancellations, and dependence on departmental schedules continue to constrain students' learning. To provide meaningful academic opportunities, structural improvements are needed.

Convergence in Social Science

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