

Notes from Faculty Senate meeting of January 26, 2015 on NDSU QUEST

Science labs are where practical learning takes place. Students need to understand how science actually works.

- Science labs in some departments (BIO majors) emphasize critical thinking. They are not “cookbook” experiences.
- Science labs can have active learning.
- Undergraduate science labs faculty member took at NDSU were not very helpful.
- Science needs to be about critical thinking and labs are needed for that.

The word “science” needs to be a keyword in the GE model. It’s currently absent in the model and that needs to be rectified. More “science” credits need to be included in the new model

What does “counter-balance” mean in the Diversity and Responsibility areas?

- Modern Languages requires a study abroad semester for its majors and that is an intense experience in Diversity.

Will students be channeled to their majors too narrowly if the model emphasizes integration with the major?

- A broad-based education is critical for students.
- Model needs to require a specific number of credits outside the major. We need to push students to take credits outside of their majors so they receive a “broader-gauge” education.
- Model should be clear about double-counting (in GE, in major)

Do departments have the teaching capacity to implement this new model?

CULE should consider embedding the “new” outcomes (CT, DGP, PSR) in the existing categories.

CULE should create a survey for faculty to provide feedback on the model.