

QUEST Open Forum #2

February 3, 2015

59 attendees (including CULE Members: Kent Sandstrom, Noah Engels, RaNelle Ingalls, and Susan Ray-Degges)

Notes

How will this affect transfer students?

Students who change majors (especially entering professional programs after their first year) often get caught by foundational courses required in the majors. Will this make that worse?

Undecided students may be at a greater disadvantage in this model. How can we help guide them about which courses to take? (RaNelle suggest that the Pathways options would be helpful.)

Will there be a QUEST course list? Where will it be? How will courses get on the list?

It's very important not to "back off" the credits required in the sciences. If we do that, science departments may decide not to offer courses (or enough seats in courses) that other departments need.

Although the learning outcomes are admirable, the present credits required in the sciences are not enough. Students need a lab, especially if they are not STEM majors. The lab courses are where applied "learning by doing" happens.

Could there be a requirement that one of the other outcomes (CT?) must be met in a science-based course?

Mixing science and non-science majors in a single lab may not work well. Think how it would work with an applied music course with music majors and students who could not play an instrument or read music and yet everyone was required to perform. We could deviate more from the standard lecture format in our 3-credit science courses to teach students about how to "do science."

How will the optional pathways for minors work?

There should be a wellness requirement. Could wellness be integrated into PSR? It's important for students to learn how to take care of themselves, how to deal with stress, and how to deal effectively with others.

Wellness should be added as a separate area. Many companies now require wellness for their employees.

PSR should be integrated into most majors and most capstones.

Will this promote a more robust Honors program?

Could there be one-credit modules in other areas? Students with disabilities could really benefit from that in Quantitative Reasoning.

There should be more focus on the environment and sustainability.