

From: Bernhardt Saini-Eidukat

Sent: Tuesday, February 03, 2015 4:55 PM

To: Larry Peterson; Uwe Burghaus; Mark Clark; Erin Gillam; Kathryn Gordon; Friedrich Littmann; Gang Shen; Pinjing Zhao; Laura Thomas; Kenton Rodgers; Scott Wood; Birgit Pruess; Sean Sather-Wagstaff; Harlene Hatterman-Valenti; Greta Gramig; Robert Pieri; Roger Green; Robert Sylvester  
Subject: Labs [Re: CULE concerns--Peer Institutions]

Thanks,

I'd like to follow up on a point Scott made at the forum today. It was about the non-music major in a music class for majors, expected to perform as well as the majors. It will be difficult and perhaps even counterproductive.

This situation could equally apply for the non-science students taking science labs that are oriented towards teaching science majors - I agree.

To improve outcomes, I suggest certain Gen Ed science lab sections be reserved only for non-STEM majors. These applied, hands-on courses could take on relevant topics such as the "physics of musical instruments" and "The DNA in your sushi" Of course, environmental topics will be popular as mentioned by a student at the forum today.

(As example, there's a recent report on DNA testing of herbal supplements that shows a large proportion don't contain what's advertised.

<http://www.marketwatch.com/story/your-herbal-supplements-might-be-a-sham-2015-02-03> .)

This is an old idea, it's been around for decades - but NDSU never took it up widely (we practice it in Geo already). It will cost money -- and instructors might have to put creativity into revamping their lab curriculum.

regards,  
-Bernie