

<i>Department</i>	<i>Identified Foundations</i>	<i>New areas/innovations</i>	<i>Other issues</i>
PLAN.sci			
Biology	<ul style="list-style-type: none"> - experiential learning: <ul style="list-style-type: none"> - large laboratory course - active faculty/student research - student presentations/posters - theory to practice: serve students interested in health science fields as well as a variety of majors 	<ul style="list-style-type: none"> - Require one laboratory science course for every Linfield student - Reduce the size of Principles of Biology (offer more sections) 	<ul style="list-style-type: none"> -staffing -lab space -technology in classrooms
Chemistry	<ul style="list-style-type: none"> - experiential learning <ul style="list-style-type: none"> - laboratory classes - faculty/student collaborative research - LSUC chemistry student club, service projects -integrative learning: IQS – Chemistry in the Atmosphere -critical thinking and communication: rigorous training in disciplinary writing 	<ul style="list-style-type: none"> - Investigate requiring a thesis or an additional 400-level course - Revise the major; adding courses and offer 400-level courses to focus on faculty specialty areas. 	<ul style="list-style-type: none"> -curricular change informed by grad school preparation and external accreditation
Computer Science	<ul style="list-style-type: none"> - experiential learning <ul style="list-style-type: none"> - smart classroom - CS club - integrative learning <ul style="list-style-type: none"> - team problem solving - logic and organization - emphasis on cross-dept. learning 	<ul style="list-style-type: none"> - Produced an admission brochure - Produce a report on the nature of computer science - Provide information and training for admission counselors, campus tour guides, etc. - Work with other departments to create programs of joint interest and expand interdisciplinary majors and courses - Provide opportunities for summer research and 3-6-month internships 	<ul style="list-style-type: none"> -enrollment promotion -compliance with national (ACM?) standards
Environmental Studies	<ul style="list-style-type: none"> - integrative learning: <ul style="list-style-type: none"> - interdisciplinary program with faculty from 9 fields -experiential learning: <ul style="list-style-type: none"> - faculty/student research 	<ul style="list-style-type: none"> - North Campus Environmental Studies Learning Center - Humanities track within ENV - explore half-time joint faculty appointments 	<ul style="list-style-type: none"> -building a “home” structure in the absence of department standing -judicious replacement of active soon to retire faculty active in ENV

<p>Health, Human Performance, & Athletics</p>	<ul style="list-style-type: none"> - integrative learning <ul style="list-style-type: none"> - courses integrate science, social science, and philosophical foundations - provide NW and IS courses - experiential learning: bridge theory and practice <ul style="list-style-type: none"> - lab courses - practicum experiences - community relationships to provide real world experiences - faculty/student research - courses & clubs that promote for health and fitness - global education: <ul style="list-style-type: none"> - Jan term course 	<ul style="list-style-type: none"> - Greater cross-campus collaboration, integrate liberal arts within curriculum - Integrate diversity within existing courses - Develop new Jan term off-campus offerings - Increase Inquiry Seminar offerings 	<ul style="list-style-type: none"> -use of educational technology -professional certification for students -re-establish professional division -remove barriers between the liberal arts and professional studies
<p>Math</p>	<ul style="list-style-type: none"> - breadth and depth in curriculum - experiential learning <ul style="list-style-type: none"> - faculty/student research - REU's for students at other inst. - Math Club - Math modeling competition - student presentations - global education: <ul style="list-style-type: none"> - History of Math course focused on contributions of many cultures to development of math - Jan term travel course (2008) -integrative learning: IQS course(s) 	<ul style="list-style-type: none"> - Develop new course: Great Ideas in Math, offered to non-math majors, all other students at Linfield - Develop and implement Inquiry Seminar courses - Incorporate more regular use of technology in courses - Develop cross-disciplinary courses - Quantitative literacy requirement - Add lab component to appropriate courses (computer-based) 	<ul style="list-style-type: none"> -new assessment process
<p>Physics</p>	<ul style="list-style-type: none"> - experiential learning: <ul style="list-style-type: none"> - active faculty/student research - REU's at other inst. - LRI - majors laboratory courses - integrative learning: <ul style="list-style-type: none"> - science literacy for all 	<ul style="list-style-type: none"> - Update introductory level laboratories - Offer hands-on courses - Build and outfit an observatory - Integrate student-faculty research into curriculum - Develop a distinguished majors program for top-notch students 	<ul style="list-style-type: none"> -machine shop maintenance and operation -tracking alumni progress -develop astronomy component of the curriculum