QEP TOPIC SUGGESTIONS

Suggestions received from the community as of November 5, 2014 are listed below, grouped by broad topic categories. These are brief summaries. To read the original proposals, please visit http://libguides.guilford.edu/QEP

CURRICULUM

CLOSE ANALYTICAL READING, with various skills taught at different course levels

CRITICAL THINKING and informal logic

HOW WE READ: studying how students read and process course materials.

PUBLIC SPEAKING, in a variety of settings

WRITING ACROSS THE CURRICULUM, extending the initial writing across the majors QEP

UNDERGRADUATE RESEARCH, including enhanced GUS integration and support for research materials, student/faculty collaboration, and experiential learning

CURRICULUM REVITALIZATION, using our revision of our general education curriculum requirements as our QEP.

ENTREPRENEURSHIP

CREATION OF STUDENT-RUN BUSINESSES, with an interdisciplinary focus and collaboration between students from all divisions of the college.

TRUE WORK-STUDY, where the college creates auxiliary revenue-producing businesses operated and staffed by students

LEARNING AND TEACHING

ENHANCING INSTRUCTION THROUGH TECHNOLOGY, focusing on using key technologies such as iPads in the learning process.

TECHNOLOGY ENGAGEMENT ACROSS THE CURRICULUM, incorporating the new library plan and IT resources into broader technology use and innovation

EXPERIENTIAL LEARNING AND CIVIC ENGAGEMENT, building on the many parts of the college that do experiential and civic projects by expanding the number of faculty involved and improving resources

ACTIVE LEARNING IN THE CLASSROOM, extending the college’s tradition of engaged teaching through student-centered pedagogies such as POGIL.

ENGAGED LEARNING, incorporating the many experiential learning programs in a systematic way into the curriculum and into departments and majors, linking theory with practice.

ENHANCE EXPERIENTIAL LEARNING IN THE CURRICULUM, involving experiential learning in every class, including local and global perspectives, through study abroad, internships, cultural competencies, and engagement.
ENHANCE STUDENT MOBILITY ACROSS CULTURAL, PROFESSIONAL, AND ACADEMIC SPACES, preparing students to move between and within the different spaces they will encounter, fostering adaptability, understanding, mobility, and decision making.

EXPERIENTIAL LEARNING, building on the experiential learning requirement proposal submitted in February 2013.

FACULTY DEVELOPMENT IN ADULT EDUCATION, working with faculty to improve teaching for CCE students and understand the different needs of CCE vs. traditional student populations.

THE CLASSROOM IS EVERYWHERE, using innovative, student-centered learning in adventurous ways and exploring innovative pedagogies and learning formats.

COLLABORATION in all forms and in all parts of the curriculum and college, making students effective at working together toward common goals.

USING EPORTFOLIO TO PROMOTE INTEGRATIVE LEARNING to help students integrate what they have learned in general education courses with what they have learned in their majors, in the co-curriculum, and through work experiences.

LITERACY

CULTURAL LITERACY for students, teaching them to respect all diverse members of society, building on the college’s anti-racism workshops.

GLOBAL AND CULTURAL LITERACY, expanding global political and cultural knowledge, including increased language and study abroad opportunities.

PREPARING STUDENTS FOR AN INTERCONNECTED GLOBAL COMMUNITY, adopting the ideas of comprehensive internationalization, looking to build intercultural sensitivity and foster a global perspective in all disciplines.

INTERNATIONAL EDUCATION IN THE CURRICULUM, integrating international education throughout the curriculum, particularly at the departmental level.

ACHIEVING INCLUSIVE EXCELLENCE through cultural literacy and universal design for instruction, broadening our teaching to all students and learning styles.

INFORMATION LITERACY, including research skills, critical thinking, analytical reasoning, building on earlier college efforts.

DIVERSITY LITERACY, with efforts to include diverse cultural perspectives and questions related to diversity throughout the curriculum, bringing our practice in line with our rhetoric.

QUANTITATIVE LITERACY. We require three writing classes but hardly any demonstrated quantitative skills. More quantitative coursework and requirements would serve our students better.

AMERICAN SIGN LANGUAGE. Offering American Sign Language would make Guilford more competitive.

PRINCIPLED PROBLEM SOLVING

CLIMATE CHANGE, focusing student learning on climate change, including understanding the complexities of the problem, analyzing and discussing, and devising solutions.

WELLNESS
ENHANCING STUDENT WELLNESS in all senses of the word, including physical, mental, emotional, religious, and financial wellness, across the curriculum and in student life.