

Scaffolded PBL

This approach focuses on the development of skills necessary for successful project work, and helps to manage student and faculty workloads. Thus, the group determined that regardless of the final structure, some sort of scaffolding would need to be built into the curriculum.

Specifically, courses should be assigned attributes to indicate PBL level which would appear in the course schedule. For example, PBL Level 1 might describe courses that employ a variety of lower stakes applied assignments and/or emphasize the use of interdisciplinary perspectives to develop foundational PBL skills; Level 2 might describe [a complete project within a course](#) worth 25% or more of the final grade; Level 3 might denote [an entire course centered on a specific project](#), and Level 4 might encompass an entire course centered on a specific project, spanning campus academic units and/or working directly with those in the community (i.e., collaboration with non-profit organizations, local communities, government, or businesses).

To manage student workload, close coordination with CASL advising will be important with guidelines regarding the extent to which combinations of PBL level courses are recommended for students. Faculty training might be conducted by the Hub based on PBL level. Resources might also be distributed based on PBL level (e.g., Level 4 PBL might merit a reduced teaching load to develop the PBL course and/or project funding). This incremental approach allows the college to catalog and use existing PBL courses, and strategically plan new course development. This approach also addresses faculty/student workload concerns, and maintains flexibility across disciplines. Adding to existing requirements may harm retention rates, slow student progress to graduation, and burden transfer students. As such, an approach that embeds PBL into existing DDC and program requirements is recommended.

Please [provide feedback](#) to the task force.