

A Work in Progress

The Problem--An Undistinguished Gen Ed Curriculum Lodged Many Silos

CSW's Version

- Communications: 3 courses (9 semester hours)
- Humanities and Fine Arts: 3 courses (9 semester hours)
- Mathematics: 1 or 2 courses (3 to 6 semester hours)
- Physical and Life Sciences: 2 courses (7 to 8 semester hours)
- Social and Behavioral Sciences: 3 courses (9 semester hours)

Results: Not Atypical

- Thirteen Entries on a Transcript
- Students Questioning the Value of Gen Ed
- Skills Unless Used Have a High Probability of Atrophy
- Employers and others Reporting that Graduates--  
Can't Write, Compute, Collaborate, Solve Problems, etc

Assumptions:

- Once skills are affirmed on the transcript that they are not fixed in perpetuity
- Communication and Mathematics skills are as important, if not more than, as content
- Gen Ed has an unfulfilled potential for promoting life long learning
- Other skills Collaboration, Analysis and Problem Solving must be intentionally built into and sustained the curriculum
- Breaking the silos with team taught intentionally integrated solutions hold strong promise

A Proposed Solution in Progress:

- Eliminate free standing communication, mathematics and other skills courses
- Infuse communication, mathematics and other skills into the Gen Ed content courses
- Structure the individual courses into a complementary, interdisciplinary whole
- Team teach each course to assure infusion
- Employ the Problem Based Learning model to empower student learning.