Making Your CI a Global Challenges CI

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CI Mentors Forum
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What IS General Education?

• Adjective, not noun
  • General Education *Program, or* General Education *Curriculum*

• Knowledge, skills, and intellectual attributes for *all students, regardless of major*
  • NOT simple foundational skills that then enable students to do “real work”
  • NOT an inoculation of the basics so that other faculty never have to cover them

• More than a list of courses
• *Components of a coherent rationale*
Crossings: General Education Curriculum at Clemson

Why ‘Crossings’?

• skills, knowledge, and intellectual development acquired in the general education curriculum crosses with those in the major course of study
• theoretical knowledge crosses into engaged learning and practical applications
• students cross from novice to professional

Clemson.edu/Crossings
New Global Challenges Area for New Students in Fall 2022

LEARNING OUTCOMES:
1. DEMONSTRATE CRITICAL THINKING THROUGH ANALYSIS OF GLOBAL CHALLENGES,
2. EVALUATE HOW VARYING PERSPECTIVES INFLUENCE GLOBAL CHALLENGES,
3. DEMONSTRATE THE INTEGRATION OF ETHICS INTO ANALYSIS OF GLOBAL CHALLENGES.
What does this mean for CI courses? The PRACTICAL

- Students will take 6 hours of Global Challenges courses
- Two different disciplines (unless interdisciplinary – HON, SUST, etc.)
- At least 3 hours at 3000-level or above
- Coding at the Registrar’s Office is at the course level, not section level
What does this mean for CI courses? The PEDAGOGICAL

- Does the course have global challenges content or a global challenges lens?
- Does the syllabus make it clear to students?
- Does the course have at least 2 of the Global Challenges student learning outcomes? Are they integrated into the course – content, pedagogy, topical outline, signature assignment?

Global Challenges page – example syllabus and signature assignment in open folder
Course Review page
SUMMARY:

“Yes, and…”

Intentionality