



Guidance from the General Education Committee for a course to be included in the *Global Challenges* area of the general education curriculum - Crossings

Background

Please review the [Global Challenges - For Faculty page](#) of the Crossings website and the links therein for advice on course design.

In general, the “Gen Ed Course Review” Curriculog form explains the course to your colleagues, the syllabus explains the course to your students, and the signature assignment shows how the students will demonstrate their mastery of the student learning outcomes.

Criteria to include in designing the Curriculog form responses, syllabus, and/or signature assignment

- The course includes global challenges content or a global challenges lens.
- The syllabus makes it clear that the course meets a Global Challenges requirement.
 - Make it explicit to the student *why* they are taking this course, what they are studying (the global challenges content or global challenges lens), and that it fulfills a portion of their general education Global Challenges requirement.
 - If you wish, [a logo is available here](#) that can be used in your syllabus and/or course materials.
- The Global Challenges student learning outcomes are clearly in the syllabus. (Two of the three are expected.) You may wish to include the outcomes verbatim or to describe how the outcomes will be delivered in the course section you are teaching.
- The Global Challenges learning outcomes are clearly integrated into the course through content or pedagogy.
 - By Undergraduate Curriculum Committee expectation, the syllabus should have a topical or by-week outline of what the course will cover.
 - It is clear in the topical or by-week outline that at least 25% of the course content is connected to the global challenge(s).
- The Global Challenges learning outcomes are clearly integrated into the course through assignments.
- The signature assignment is apparent in the syllabus.
- The General Education Committee will also look for engaged learning opportunities or high-impact educational practices (not required, but highly beneficial), if the course seems to cross different fields or ways of knowing (not required, but some courses may), and if the pre-requisites or major restrictions seem appropriate.

Submitting a course for review

If you believe that you are prepared to submit a course for review in the Global Challenges, please submit a “Gen Ed Course Review” form using Curriculog. Both the [Curriculog Guidelines document](#) and the [Course Review page](#) of the Crossings website provide instructions and timelines.

Student learning outcomes & assessment rubric

(Also available via the [About Crossings page](#) of the Crossings website.)

Student learning outcomes for the Global Challenges area: 1.) *Students will demonstrate critical thinking through analysis of global challenges.* 2.) *Students will evaluate how varying perspectives influence*

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global challenges. 3.) Students will demonstrate the integration of ethics into analysis of global challenges. (Each Global Challenges course will incorporate at least two of the three student learning outcomes.)

Assessment rubric for Global Challenges student learning outcomes:

(In submitting the student work on the signature assignment for assessment, faculty will have the opportunity to check which rubric rows are most appropriate to the signature assignment instructions.)

	4	3	2	1
Analysis of global challenges	Challenge to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for thorough understanding.	Challenge to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Challenge to be considered critically is stated and described, with ambiguities.	Challenge to be considered critically is stated without clarification or description.
Influence of varying perspectives	Interprets experiences from the perspectives of one's own and more than one worldview while demonstrating respect for other cultural groups.	Recognizes and uses dimensions of more than one worldview.	Identifies components of the worldview of others.	Catalogs one's own cultural worldview only.
Integration of ethics into analysis of global challenges	Insightfully and explicitly analyzes ethical consequences in a complex, multilayered context. Integrates an explanation of cross-relationships among the issues.	Analyzes ethical consequences fully and in a complex, multilayered context.	Identifies ethical consequences fully.	Identifies basic and obvious ethical consequences, but fails to grasp complexity or interrelationships.
Integrative learning (i.e. – "transfer" of knowledge)	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to explore complex issues and extend knowledge.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to explore complex issues.	Connects skills, abilities, theories, or methodologies gained in one situation to a new situation to understand issues.	Identifies (in a basic way) skills, abilities, theories, or methodologies applicable to a situation.
Diversity and inclusion	Insightfully and explicitly analyzes basic and complex advantages and challenges of diversity and inclusion in communities or organizations, while recommending	Insightfully and explicitly analyzes basic and complex advantages and challenges of diversity and inclusion in communities or organizations.	Identifies basic advantages and challenges of diversity and inclusion in communities or organizations.	Superficially or simplistically identifies advantages and challenges of diversity and inclusion in communities or organizations.

	strategies for improvement.			
Global challenges and opportunities	Insightfully and explicitly analyzes significant and complex challenges and opportunities in the natural and human world, while recommending strategies for improvement.	Insightfully and explicitly analyzes significant challenges and opportunities in the natural and human world.	Identifies significant challenges and opportunities in the natural and human world.	Superficially or simplistically identifies challenges and opportunities in the natural and human world.

Definitions:

Complex, multi-layered context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context for students' identification

Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario.

Perspective-taking: The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Strategies for improvement: A plan/plans of action or an approach/approaches designed to arrive at a solution.

Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them. It involves metacognition on behalf of the learner, through student self-awareness in relating one's own perspective to the perspectives of those in a position of knowledge.

Created and/or adapted in part from:

- Association of American Colleges and Universities (AAC&U) VALUE rubrics. Retrieved from <https://www.aacu.org/value-rubrics>
- Pathways: General Education for All. Virginia Tech. Retrieved from <https://www.pathways.prov.vt.edu/about.html>