Checklist and Tips for Redesigning a Course That Addresses Global Engagement

(For use with the course redesign group on May 14, 2015, facilitated by Jody Natalle)

- How would the course be a logical fit with the global learning competencies and general tenor of the Global Engagement QEP at UNCG?
- Does this course play a particular role in your department’s response to the GE QEP?
- If this is a basic or introductory course, are you providing groundwork for other Global Learning Competencies that will be used in upper division courses? Do you need to work with faculty teaching other courses that will chain on to yours?
- Which of the four learning competencies are appropriate to add to your course given the purpose of the course?
- What level of integration is appropriate in terms of how you will approach the SLOs? An “add-on” approach may not do much other than provide surface level awareness, so look for ways to have some level of depth.
- Thematically, where does the introduction of the competencies and related learning activities fit in the course?
- What learning activities would best address the concepts/theories you want to teach in connection with the SLOs?
- Are there standard materials in your own field that should be used in the course? If not, what disciplines closely align with yours so that “borrowing” material has a logical fit?
- What will be appealing to UNCG students and, specifically, the demographic of student in your class?
- Is the redesign going to include service learning? If so, what considerations are necessary?
- How will you evaluate the learning activities in a way that fits with what you are already doing?
- Can you assess the global learning competencies with the UNCG rubric to help provide data for the QEP project over the next few years?
- What reading, research, and or preparation will you need to do in order to redesign your course? If extensive, should you apply for a QEP course grant?
- If the redesign is extensive, do you need approval by the various curriculum committees?