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At Georgia College & State University a two-course cluster composed of a basic modeling course at the level of college algebra and an interdisciplinary science course have been designed around the theme of climate change. First-year non-science majors needing to fulfill their general education requirements enrolled in both courses complete several joint projects, which combine the mathematical and scientific concepts necessary for understanding the scientific and social impacts of climate change. In this talk we present how the use of a common theme was integrated into the course design process, desired learning outcomes, tandem class activities, and assessment instruments for the course. We also present some preliminary results from attitudinal surveys and lessons learned. (Received September 10, 2010)