**EXPLICIT SUSTAINABILITY LEARNING OUTCOMES**

* **Chemical Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Industrial & Systems Engineering, Mechanical Engineering**
  + “an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability”
  + “the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context”

**SUSTAINABILITY SUPPORTED LEARNING OUTCOMES**

**General Education Common Goals Learning Outcomes (All Students):**

* **Learning Goal: Critical Thinking**
  + Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
  + "Students will be able to critically state, describe, and consider an issue or problem”
  + "Students will be able to use information from a source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.”
  + "Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.”
  + "Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is imaginative, recognizes complexities, and acknowledges limitations.”
  + "Students will be able to state conclusions and related outcomes (consequences and implications) logically and in priority order.”
* **Learning Goal: Ethical Reasoning:**
  + Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.
  + “Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.”
* **Learning Goal: Intercultural Knowledge and Competence:**
  + Definition: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”
  + “Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.”
* **Learning Goal: Integrative Learning**
  + Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
  + “Students will be able to see and make connections across disciplines and perspectives.”
  + “Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.”

**Department Specific Learning Outcomes (by Academic Departments):**

* **Anthropology:**
  + “Students will develop an understanding of local and global processes and social complexity through space and time: Demonstrate knowledge and comprehension of: culture, of the range of past and present human biological and cultural systems, including ecological relationships, subsistence, social organization, and belief systems.”
* **Geography:**
  + “Identifying human and environmental issues on global, regional, and local scales and critically assess various perspectives on the issue.”
  + “Evaluating the impacts of human activities on natural environments.”
  + “Applying knowledge of global issues to local circumstances to evaluate the local effects of the issues.”
* **Geological Sciences:**
  + “Understand how geologic resources form, how they are used, and the differences between renewable and nonrenewable resources.”
  + “Understand how humans act as geologic agents and the impacts we make on the environment.”
  + “Understand how humans act as geologic agents and the impacts we make on the environment.”
  + “Know the basic fundamentals of earth science as applied to the interaction between human activity and the natural environment.”
  + “Understand fossil fuel, nuclear, hydroelectric, geothermal and renewable energy production today and the environmental impacts of the extraction and transport of energy fuels as well as of their waste by-products”
  + “Become familiar with the geologic history of climate change and the corresponding impacts on ecosystems and will apply that to the current debate over human-induced global warming.”
* **Interdisciplinary Health Studies, Physical Therapy, Physician Assistant Practice, Social Work**
  + “Demonstrate a broad understanding of cultural, social, political, economic, and environmental determinants of global health, global burden of disease, and health disparities.”
* **Nutrition:**
  + “Students will be able to develop and implement a nutrition and wellness intervention for individuals/groups, considering the role of environment, food, nutrition, and lifestyle choices on health promotion and disease prevention.”
* **Public Health:**
  + “Students will describe factors affecting health issues from a social-ecological perspective.”
  + “Students will be able to synthesize a body of scientific literature in order to document the social, behavioral, and environmental determinants of a specific health behavior among a specified population.”

ADDITIONAL LEARNING OUTCOMES Provided by Natalie Kruse









