WORK IN PROGRESS- draft as of 5-21-2012

UNIVERSITY OF WISCONSIN OSHKOSH
Sustainability Learning Goals

"**Knowledge of Sustainability and Its Applications** is the ability to understand local and global Earth systems, the qualities of ecological integrity and the means to restore and preserve it, and the interconnectedness of ecological integrity, economic well-being, and social justice, in order to analyze complex environmental, economic and social issues and to respond effectively to them."

CORE COMPETENCIES	ADVANCED PERFORMER	SOLID PERFORMER	BASIC PERFORMER
STUDENT CHARACTERISTICS	Creative and critical thinker engaged in the application and synthesis of knowledge	Original thinker with a firm understanding of sustainability, its interconnections and its applications	Meets minimum expectations for competency in knowledge and application of sustainability
KNOWLEDGE	Has extensive working knowledge of each of the three pillars of sustainability and can fully articulate the connections between them Understands modeling of future scenarios and predictions (e.g., climate change scenarios) Uses and possibly generates data, measurements, or indicators related to sustainability.	Identifies and describes each of the three pillars of sustainability and can articulate the basic connections between them Understands the historical, social, or scientific contexts that have produced a sustainability problem/issue at local, national, or global levels Understands how data, measurements, or indicators related to sustainability are collected/generated	Defines sustainability Identifies the three pillars of sustainability (economic, ecological, social) and can describe at least one in detail Identifies sustainability problems/issues at local, national, or global level Identifies and describes data, measurements, or indicators related to sustainability (e.g., extinction rates, Human Development Index, Ecological Footprint)
ANALYSIS	Articulates and utilizes sustainability as a lens of inquiry and/or critique Evaluates and critiques multiple, competing and/or divergent perspectives on a sustainability issue and explains how context shapes different perspectives on this issue Assesses the sustainability of an activity, practice, or policy using analytical tools from a variety of disciplines	Explains more complex interconnections among the three pillars of sustainability as they relate to an activity, practice, or policy Understands how systems are interrelated and utilizes components of systems theory Evaluates how national or international behaviors/practices/policies impact sustainability issues at the local, national, and global levels Assesses the sustainability of an activity, practice, or policy using analytical tools from at least one discipline	Explains the basic interconnections among the three pillars of sustainability (ecological, economic, and social) as they relate to an activity, practice, or policy Compares and contrasts divergent or competing perspectives on a sustainability issue Explains how individual, campus, or community behaviors/practices/policies impact sustainability issues at the local, national, and global levels
APPLICATIONS	Evaluates and critiques potential strategies to address sustainability issues at the local, national, and global levels Explains how national and international level policies and practices affect implementation of sustainability strategies	Evaluates and critiques potential strategies to address sustainability issues at the local or national levels Articulates potential obstacles to effective sustainability strategies	Identifies different strategies that can be used to address sustainability issues at local, national, and global levels (e.g., market forces, government regulation) Relates sustainability to own life and values

ENGAGEMENT	Collaboratively creates, articulates, and takes action on a clear plan for change that reflects strategic and practical concerns for implementation Demonstrates skills for generating support for change and ability to choose appropriate tactics Has a clear plan for incorporating diverse stakeholders/perspectives when designing a plan for change Demonstrates willingness and ability to engage self and others in sustainability-related issues	Creates and articulates a clear plan for change that reflects strategic and practical concerns for implementation Identifies and articulates skills for generating support for change (e.g., effective communication, active listening, dialogue, priority setting, role identification, conflict resolution) Recognizes the importance of including diverse stakeholders/perspectives when planning for change	Understands local, national, and global impact of personal choices Identifies the actors, processes, strategies, and/or materials needed to create a plan to achieve change at the local, national, or global level
ETHICAL REASONING AND ATTITUDES	Explains and applies nuanced levels of ethical thinking to complex situations Articulates a sophisticated personal and/or communal environmental ethic Understands and is able to critically analyze a variety of environmental philosophies	Identifies and understands the nuances of ethical conflicts in social, economic, and/or ecological settings. Able to frame such conflicts on both individual and systemic levels Works through rudimentary ethical conflicts with ability to form a cogent argument and frame preliminary possible solutions	Identifies some of the most prominent ethical conflicts in social, economic, and/or ecological settings