# ENVIRONMENTAL STUDIES LEARNING GOALS MAY 2015

## A. KNOWLEDGE BASE

1. To acquire conceptual and factual knowledge about the structure and function of Earth.
2. To read and reflect on scholarly materials written by distinguished scholars.
3. To identify values, world views, and cultural factors, such as economic, political, social, and behavioral factors, which support and which are contrary to a sustainable biosphere.

## B. INTERDISCIPLINARY BASE

4. To identify the multiple factors, interactions, interconnections, and complexities involved in environmental issues.
5. To synthesize knowledge from a variety of disciplines as it comes to bear on environmental issues and problems and thus recognize the interdisciplinary nature of environmental issues.
6. To recognize different world views associated with various disciplinary paradigms and which present obstacles to solutions of environmental issues.
7. To learn to solve environmental problems through cooperative and collaborative efforts because of the interdisciplinary nature of environmental issues.
8. To learn to solve environmental problems in a culturally diverse global society
9. To develop analytical skills suitable for environmental problem solving.

## C. PRAXIS

10. To produce scholarly/professional products.
11. To develop oral communication skills.
12. To develop written communication skills.
13. To develop electronic communication skills.
14. To have an experience in the world of work related to environmental problem-solving before graduation so that students can compare perceptions of their chosen field with the reality in the work place and to make personal connections with environmental professionals.
15. To learn the value of mentors and mentoring others in building a successful career and sustainable society.

| **Environmental Studies Learning Goals Matrix Revised May 2015** | ENST 201 | ENST 203 | ENST 204 | ENST 300 | ENST 301 | ENST 305 | ENST 310 | ENST 312 | ENST 320 | ENST 325 | ENST 327 | ENST 330 | ENST 340 | ENST 351 | ENST 381 | ENST 385 | ENST 395 | ENST 445 | ENST 456 | ENST 467 | ENST 474 | ENST 485 | ENST 486 | ENST 487 | # H | # M | # L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **KNOWLEDGE BASE** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To acquire conceptual and factual knowledge about the structure and function of Earth. | | H | H | | H | M | M | | H | | | L | H | L | | | | H | L | | | M | | | 6 | 3 | 4 |
| 2. To read and reflect on scholarly materials written by distinguished scholars. | L | | | L | H | | M | H | | | | | M | M | M | | | H | H | | H | M | L | | 4 | 5 | 3 |
| 3. To identify values, world views, and cultural factors, such as economic, political, social, and behavioral factors, which support and which are contrary to a sustainable biosphere. | H | | L | M | H | | M | H | M | H | | L | L | M | L | H | | M | H | | H | H | H | | 9 | 4 | 5 |
| **INTERDISCIPLINARY BASE** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. To identify the multiple factors, interactions, interconnections, and complexities involved in environmental issues. | | | | | H | | | | | H | | | M | | | | | | | | | | | | | | |
| 5. To synthesize knowledge from a variety of disciplines as it comes to bear on environmental issues and problems and thus recognize the interdisciplinary nature of environmental issues. | L | | L | L | H | M | L | M | M | H | | M | H | L | | M | | M | H | | H | H | H | | 7 | 5 | 5 |
| 6. To recognize different world views associated with various disciplinary paradigms and which present obstacles to solutions of environmental issues. | M | | | M | H | | M | H | | L | | L | M | M | | M | | H | H | | H | H | H | | 7 | 6 | 2 |
| 7. To learn to solve environmental problems through cooperative and collaborative efforts because of the interdisciplinary nature of environmental issues. | | L | | | H | M | | L | | M | | M | M | L | | M | | M | H | | H | L | H | | 3 | 6 | 4 |
| 8. To learn to solve environmental problems in a culturally diverse global society | L | | | L | H | | | L | | M | | | L | M | | L | | H | M | | H | L | H | | 5 | 3 | 5 |

| **PRAXIS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Environmental Studies Learning Goals Matrix Revised May 2015** | ENST 201 | ENST 203 | ENST 204 | ENST 300 | ENST 301 | ENST 305 | ENST 310 | ENST 312 | ENST 320 | ENST 325 | ENST 327 | ENST 330 | ENST 340 | ENST 341 | ENST 355 | ENST 381 | ENST 385 | ENST 395 | ENST 445 | ENST 456 | ENST 467 | ENST 485 | ENST 486 | ENST 487 | # H | # M | # L |
| 9. To develop analytical skill suitable for environmental problem solving. | | L | L | | L | H | | M | | M | | M | H | H | L | M | | H | H | | H | | H | | 8 | 4 | 4 |
| 10. To produce scholarly/professional products. | L | | | L | H | L | L | M | | L | | M | H | H | L | | | M | L | | M | H | M | | 3 | 4 | 7 |
| 11. To develop oral communication skills. | | | | | M | | L | L | L | | | L | L | M | L | M | | H | L | | H | H | H | | 4 | 3 | 7 |
| 12. To develop written communication skills | L | | | L | H | H | H | M | L | H | | L | M | H | M | M | | H | M | | M | H | M | | 7 | 7 | 4 |
| 13. To develop electronic communication skills. | | | | | | H | L | L | | | | | H | L | | L | | | L | | L | H | L | | 3 | 1 | 5 |
| 14. To have an experience in the world of work related to environmental problem-solving before graduation so that students can compare perceptions of their chosen field with the reality in the work place and to make personal connections with environmental professionals. | | | | | | | | | | | | | M | L | | H | | H | | | H | | H | | 4 | 1 | 1 |
| 15. To learn the value of mentors and mentoring others in building a successful career and sustainable society. | | | | | | | | | | | | | L | | | H | | M | | | | H | | | 2 | 1 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of Goals Listed as Extensive | 1 | 1 | 1 | | 9 | 3 | 3 | 3 | 1 | 3 | | | 5 | 3 | | 3 | | 8 | 6 | | 9 | 8 | 8 | | | | | |
| Number of Goals Listed as Moderate | 1 | | | 2 | 1 | 3 | 4 | 4 | 2 | 3 | | 4 | 5 | 5 | 2 | 6 | | 5 | 1 | | 2 | 2 | 2 | | | | | |
| Number of Goals Listed as Basic | 5 | 2 | 3 | 5 | 1 | 1 | 4 | 3 | 2 | 2 | | 5 | 4 | 6 | 4 | 2 | | | 4 | | 1 | 2 | | | | | | |

**Scale:**

H = Extensive coverage - this is one of the more-important goals addressed in this course

M = Moderate coverage - course addresses goal, but emphasis is not as strong as for "H"-rated goals

L = Basic coverage - course addresses goal, but coverage is not as extensive as for "H" and "M"-rated goals

Blank = Little or no coverage

Key to the Course in the Environmental Studies Matrix

Env St 201 – Cultural Geography

Env St 203 – Weather and Climate

Env St 204 – Land Forms

Env St 300 – Urban Geography

Env St 301 – Concepts of Environmentalism

Env St 305 – Environmental Instrumentation and Analysis

Env St 310 – Economic Geography

Env St 312 – Environmental Ethics

Env St 320 – Global Climate Change

Env St 325 – Environmental Politics

Env St 327 – Michigan Geography

Env St 330 – Land Use and Planning

Env St 340 – Remote Sensing

Env St 351 – Environmental Economics

Env St 381 – Urban Economics

Env St 385 – Internship on Environmental Topics

Env St 445 – Environmental Law

Env St 456 – Ecological Economics

Env St 467 – Food Policy and Politics

Env St 474 – Environmental Education

Env St 485 – Seminar on Environmental Topics

Env St 486 – Environmental Interpretation

Env St 487 – Comparative Environmental Politics