

Learning Objectives for ENTS Major  
Approved May 27, 2010

The Environmental Studies Program is suited for students whose interests span across academic disciplines and who are passionate about environmental issues. The major can prepare you for graduate school or a career in environmental science or public policy; prepare you to use your musical, artistic, or literary talents to focus public attention on environmental issues; and prepare you to be an informed world citizen.

Content learning objectives

1. Explain the social, cultural, physical and biological causes of several major environmental issues. These may include but are not limited to: Climate change, pollution, land and water conservation, loss of biodiversity, loss of wilderness, vulnerability to natural disasters, and alienation from nature.
2. Explain and evaluate potential policy responses to several major environmental issues, considering both their economic and political dimensions.
3. Critically analyze and/or appreciate the ethical, spiritual, and aesthetic dimensions of environmental policy and human behavior. (“Appreciation” may be exhibited through practices such as literary criticism or production or artistic criticism or production.)
4. Explain the historical context of several contemporary environmental issues. The historical context may include the history of land use, environmental thought, political and cultural developments relevant to environmental issues, and the natural and geological pasts.

Skills: Environmental Studies majors should demonstrate their abilities

1. To tackle complex problems using methods and theories from more than one academic discipline;
2. To work with in groups;
3. To communicate orally and in writing to diverse audiences, across disciplines and to the general public;
4. To use quantitative reasoning and/or spatial analysis in developing, evaluating and presenting arguments
5. To use at least one nonquantitative forms of analysis, such as historical analysis, literary or artistic criticism, or normative criticism
6. To formulate a testable hypothesis, design and carry out a research project to test it. They should demonstrate the ability to work with information and evidence that may be incomplete, contradictory and ambiguous.

Assessment Plan: Currently, our assessment plan is to develop the rubric we use to evaluate comps and to continue to collect data on comps. However, we intend to spend some time

next fall developing additional assessment strategies. For example, we already do “exit interviews” with our seniors, which could help with assessing some of our learning objectives. (This year’s exit interviews weren’t specifically aimed at assessing learning goals, but we did get useful feedback about the program structure). In addition, we will discuss having students do some self-assessment after comps (to get a better sense of individual contribution to the group comps.) And we’ll discuss making use of the products of our core courses. All of our majors take three content-based core courses, in addition the research methods. We might be able to assess the products of those courses and compare them with comps.

## COMPS RUBRIC

**Student Name:**

**Advisor:**

	poor	adequate	exceptional	Not Applicable
<b>Criteria for D/P/F:</b>				
Research question formulated				
Contribution to literature explained				
Data collected and analyzed				
Conclusion supported				
Limitations of study acknowledged				
Complexity and ambiguity handled				
Disparate knowledges, theories or methods integrated				
Paper is written in clear, accessible, error-free prose				
Project explained orally in clear, well-organized and accessible terms, with effective use of Powerpoint where appropriate				
<b>Additional Program Assessment Data:</b>				
Explained social and physical/biological causes of an environmental problem				
Explained and evaluated a policy response to an environmental issue, considering both economic and political dimensions				
Analyzed the ethical, spiritual or aesthetic				

dimension of an environmental issue				
Explained the historical context of an environmental issue				
Used methods or theories from more than one discipline				
Worked in a group				
Oral and written communication was				
Used quantitative reasoning				
Used a nonquantitative form of analysis				
Formulated and tested an hypothesis				

Learning Objectives for ENTS Major  
Approved May 27, 2010

The Environmental Studies Program is suited for students whose interests span across academic disciplines and who are passionate about environmental issues. The major can prepare you for graduate school or a career in environmental science or public policy; prepare you to use your musical, artistic, or literary talents to focus public attention on environmental issues; and prepare you to be an informed world citizen.

Content learning objectives

5. Explain the social, cultural, physical and biological causes of several major environmental issues. These may include but are not limited to: Climate change, pollution, land and water conservation, loss of biodiversity, loss of wilderness, vulnerability to natural disasters, and alienation from nature.
6. Explain and evaluate potential policy responses to several major environmental issues, considering both their economic and political dimensions.
7. Critically analyze and/or appreciate the ethical, spiritual, and aesthetic dimensions of environmental policy and human behavior. (“Appreciation” may be exhibited through practices such as literary criticism or production or artistic criticism or production.)
8. Explain the historical context of several contemporary environmental issues. The historical context may include the history of land use, environmental thought, political and cultural developments relevant to environmental issues, and the natural and geological pasts.

Skills: Environmental Studies majors should demonstrate their abilities

7. To tackle complex problems using methods and theories from more than one academic discipline;
8. To work with in groups;
9. To communicate orally and in writing to diverse audiences, across disciplines and to the general public;
10. To use quantitative reasoning and/or spatial analysis in developing, evaluating and presenting arguments
11. To use at least one nonquantitative forms of analysis, such as historical analysis, literary or artistic criticism, or normative criticism
12. To formulate a testable hypothesis, design and carry out a research project to test it. They should demonstrate the ability to work with information and evidence that may be incomplete, contradictory and ambiguous.

**Assessment:** The degree to which students have mastered these skills and learning objectives will be assessed using a rubric to evaluate our majors’ comps products.

**COMPS RUBRIC**

**Student Name:**

**Advisor:**

	poor	adequate	exceptional	Not Applicable
<b>Criteria for D/P/F:</b>				
Research question formulated				
Contribution to literature explained				
Data collected and analyzed				
Conclusion supported				
Limitations of study acknowledged				
Complexity and ambiguity handled				
Disparate knowledges, theories or methods integrated				
Paper is written in clear, accessible, error-free prose				
Project explained orally in clear, well-organized and accessible terms, with effective use of Powerpoint where appropriate				
<b>Additional Program Assessment Data:</b>				
Explained social and physical/biological causes of an environmental problem				
Explained and evaluated a policy response to an environmental issue, considering both economic and political dimensions				
Analyzed the ethical, spiritual or aesthetic				

dimension of an environmental issue				
Explained the historical context of an environmental issue				
Used methods or theories from more than one discipline				
Worked in a group				
Oral and written communication was				
Used quantitative reasoning				
Used a nonquantitative form of analysis				
Formulated and tested an hypothesis				