

ACPA College Student Educators International – Sustainability Taskforce
Student Learning Outcomes
November 10, 2006

Student Outcomes:	Dimensions of Outcomes (Competencies):	Possible Developmental Experiences for Learning (Strategies):	Bodies of Knowledge for Educators:
1. Each student will be able to define sustainability.	<ul style="list-style-type: none"> ▪ Understand the definition of sustainability. ▪ Understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy. ▪ Explore these concepts on local, national, and international levels. ▪ Become aware that all ecosystems are degrading and where to go for information about this. (www.worldwatch.org) ▪ Become aware that we are exceeding the carrying capacity of the planet, with the U.S. having 5% of the world's population and consuming 25% of the world's resources. If everyone lived like we do in the U.S., we would need 4.5 planets. (www.myfootprint.org). 	Residence hall programs; FYE and orientation programs; campus speaker series; bulletin boards; service and service learning experiences; curricular and co-curricular collaborations (e.g. general education outcome and infusion throughout the disciplines - first year community reading book); town hall forums; study- and service-abroad experiences; film series; speaker series; media festivals; information in campus media outlets; office of multicultural affairs/diversity programming; curricular projects.	
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.	<ul style="list-style-type: none"> ▪ Self-reflect on values and habits. ▪ Identify personal values and understand these values within the context of a larger society. ▪ Understand how personal choices and habits can affect sustainability. ▪ Understand implications for economic growth and equity. (Foster responsible long-term growth while ensuring that no nation or community is left behind.) ▪ Gain knowledge of the effects of individual level, community level, national level and international level choices on ecosystems and human suffering. 	Residence hall programs; orientation and FYE activities; one-on-one conversations with student affairs staff members; service and service learning experiences; programs sponsored by campus faith-based organizations and offices; curricular projects.	

<p>3. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the power to choose responsibility to self and/or responsibility to society. ▪ Demonstrate an understanding of how your behavior affects others. ▪ Understand concepts of social development. (Throughout the world, people need economic resources, food, education, energy, health care, water and sanitation). ▪ Learn how to maintain healthy ecosystems so humans and other species can continue to live on the planet. ▪ Understand concepts related to: <ul style="list-style-type: none"> ❖ Lighting ❖ Water and other energy consumption ❖ Renewable energy ❖ Sustainable products consumption ❖ Purchasing practices ❖ Recycling ❖ Transportation decisions ❖ Energy Star, and “Leadership in Energy and Environmental Design” (LEED) standards ❖ Fair Trade ❖ Social justice issues 	<p>Residence hall and other educational programs; FYE and orientation programs; signage on existing energy efficient/renewable energies buildings/operations; academic projects; campus-wide speakers; bulletin boards; film and speaker series; Residence hall, student organization, fraternity and sorority, and intramural/club sports competitions; personal contracts; community (floor) agreements; health & safety checks with resident feedback; campaign by campus transportation units; sweatshop free bookstores and purchasing policies catalyzed by students; FYE; curricular and capstone projects.</p>	
<p>4. Each student will be able to explain how systems are interrelated.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of the power of an individual in society. ▪ Gain knowledge of our interdependence with other humans and the life supporting ecosystems. ▪ Gain knowledge of the types and extent of human suffering and how they related to each other, to the degradation of ecosystems and to our choices as individual and community members. ▪ Gain knowledge of systems theory and the interrelated effects of economic policy and cultural norms on sustainable consumption and healthy ecosystems. ▪ Understand power, cultural norms, the change process, and change agent strategies. 	<p>Development of educational modules on change agent skills to be distributed for use by educators; involvement in campus leadership positions; town hall forums; conference attendance; problem based learning in curricular and co-curricular settings; attendance at meetings where policy is discussed and decided upon: town and gown, city council, county council, Board of Trustees; participation in political campaigns; service and service learning experiences.</p>	

<p>5. Each student will learn change agent skills.</p>	<ul style="list-style-type: none"> ▪ Understands the change process. ▪ Is able to assess the political and cultural climates pertinent to change. ▪ Has the ability to generate support for change through strong communication skills, consensus building strategies, and with openness to the ideas and struggles of others. ▪ Can articulate clear, strategic, and practical course for change. ▪ Knows how to challenge the status quo to achieve transformative change. 	<p>Development of educational modules on change agent skills to be distributed for use by educators; involvement in campus leadership positions; town hall forums; conference attendance; problem based learning in curricular and co-curricular settings; attendance at meetings where policy is discussed and decided upon: town and gown, city council, county council, Board of Trustees; participation in political campaigns; service and service learning experiences; etc.</p>	
<p>6. Each student will learn how to apply concepts of sustainability to their campus and community by engaging in the challenges and solutions of sustainability on their campus.</p>	<ul style="list-style-type: none"> ▪ Demonstrate the ability to take action on issues. ▪ Apply effective change agent skills and implement them to achieve sustainable development. 	<p>Modify the institution's and student organizations' practices, mission statements, and constitutions; utilize student governance structures to request compliance with LEED and other sustainability standards; awareness raising campaigns; letter writing campaign and implementation project for sustainable practices in dining services unit on campus; work with campus facilities/grounds units to assess current practices; work with facilities and business office to create more sustainable operations and standards; organization of community recycling and reduced toxins program; environmental impact statements from Residence Hall Governments and campus student governance groups; "Walk Don't Ride," "Do It in the Dark" campaigns; collaboration with campus transportation units; Facebook groups; problem based learning (PBL) activities in curricular and</p>	

		co-curricular settings; curricular “change” projects; utilize campus media to carry message.	
7. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.	<ul style="list-style-type: none"> ▪ Demonstrate an obligation to civic engagement. ▪ Work to ensure sustainable economies. ▪ Work to ensure a healthy and flourishing environment. ▪ Contribute to the creation and maintenance of inclusive communities on a local, national, and international level. ▪ Work to ensure cultural and social diversity and social justice. ▪ Work to ensure that the rights of workers are respected and that all members of society play a role in determining their futures. 	Career services center programming and , counseling; residence hall programs; student organization activities; graduation pledges or FYE pledges (currently Graduation Pledge) that are implemented throughout the undergraduate experience; alumni activities; speaker and film series; service and service learning experiences	