

### Student Learning Outcome #3: Analyze issues that interconnect human life and the natural world

Environmental literacy incorporates one of the NIU Baccalaureate learning outcomes, specifically the ability to “analyze issues that interconnect human life and the natural world”. Environmental literacy means understanding the impact of one’s actions, as an individual and as a part of a community, on both local, regional, and global environments. This learning outcome emphasizes knowledge of humanity’s dependence on the environment, understanding the ways in which humans modify and alter the natural environment, and an appreciation for potential social, political, economic, behavioral, technological, and ecological solutions to environmental problems.

The objective of this rubric is to illustrate the outcomes of a global environmental perspective in students. The rubric outlines the dimensions of knowledge, skill, student work and characteristics that demonstrate these outcomes. A student with an environmental perspective has working knowledge in the form of experience with varying physical environments as well as political, economic, ecological, biological and philosophical education on global environments. These dimensions of interaction with environmental studies should incorporate:

- awareness of the environment’s role in human life
- knowledge of human and natural systems
- attitudes of appreciation for the environment
- problem solving of large-scale environmental issues
- skills relating to working with physical environments

Criteria	Accomplished	Proficient	Developing	Beginning
<b>Knowledge Of Environmental Impact</b>	Has the knowledge to track or predict effects of own and others’ actions on local and global environments.	Has some knowledge of the effects of own and others’ actions on local and global environments.	Has some knowledge of the effects of own actions on local environments or but without knowledge of their effects on a larger, global scale.	Has little knowledge or concern for the effects of individual actions on local and global environments.
<b>Knowledge of Life Systems</b>	Knows ecological, political, economic, philosophical and biological (etc.) frameworks for understanding the diversity of human and natural environmental systems.	Knows few or several frameworks for understanding human and natural environmental systems.	Has little or one-dimensional knowledge of human and natural systems	Has little or no knowledge of human and natural environmental systems.
<b>Application of Knowledge to Environmental Issues</b>	Effectively synthesizes frameworks of knowledge to apply them to large-scale environmental issues to create working solutions.	Applies frameworks of knowledge to large-scale environmental issues but does not have enough knowledge or experience to produce solutions.	Has concept of large-scale environmental issues but cannot effectively apply frameworks of knowledge to environmental problems in order to produce solutions.	Has little or no concept of large-scale environmental issues and cannot effectively apply frameworks knowledge to environmental problems in order to produce a solution
<b>Attitudes Concerning Integrity of Global Environments</b>	Has concern for long-term integrity of local and global environments, seeks information about threats to global environments and has concern for their reversal.	Has concern for long-term threats to local and global environments and for their reversal.	Has a concept of threats to local and global environments but has a short term perspective on environmental issues.	Has little or no concern for local or global environmental integrity and a short-term perspective on environmental issues.

