

# Example of a class review

## General Education Evaluation

NSCI 1100 Issues in the Environment (8)

Area	Competencies	Examples of how competencies are met
Area 8. Global Perspective	1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.	1. Students analyze environmental and governmental policies through grassroots movements and local politics, social science sustainability principles in politics, and sustainable energy and politics via case studies, student discussions, homework, journal article reviews, and quizzes/tests.
	2. Demonstrate knowledge of cultural, social, religious and linguistic differences.	2. Students review journals and interpret how regions of the world respond to environmental issues differently, based upon cultural, social, religious, and linguistic differences.
	3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.	3. Students analyze and discuss specific international problems (i.e. air pollution in China) and discern how cultural, economic, and political realities impact the formulation of solutions.
	4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.	4. Students discuss treaties and international agreements on protecting wild species, atmospheric warming and climate change, toxic chemicals, ozone depletion, and hazardous wastes.
Area	Competencies	Competencies
Area 10. People and the Environment	1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.	1. Students examine and evaluate basic natural ecological processes relating to both biotic and abiotic components of an ecosystem. This includes topics such as community interactions, ecosystem stability, biotic factors and their importance to an ecosystem, as well as how humans' ecological "footprints" are affecting the earth. Students apply principles of geochemical cycling using sustainable food production by identifying and drawing one of the geochemical cycles which are found in nature.
	2. Discern patterns and interrelationships of biophysical and sociocultural systems.	2. Students relate scientific and social science principles of sustainability to environmental issues that guide humans in making the shift to a sustainable society such as solar energy, protecting biodiversity, chemical cycling, full-cost economics, ethical responsibility to future generations, and positive political results. Students summarize journal articles and complete quizzes/tests.
	3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.	3. Students dialog with government officials involved in forming local policies. They discuss and complete written assignments involving institutional arrangements (social, legal, political, economic, and religious) which deal with the environmental policies impacting our communities and planet.
	4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.	4. Students critically evaluate environmental problems, their causes and sustainability, natural resources both nonrenewable and renewable, economic systems and production of goods and services using natural resources, and species competition for natural resources.
	5. Propose and assess alternative solutions to environmental problems.	5. Students review multiple journal articles of environmental issues and discuss actions and consequences for solutions to environmental problems. Ex. Dayton Acting on Water Quality (regulation) vs. Fight Brewing Over Iowa's Nitrates (non-regulation)
	6. Articulate and defend the actions they would take on various environmental issues.	6. Students perform literature searches and summarize the content from their review by writing a short paper and constructing an opinion concerning application of what they have reported concerning many environmental issues.
Area	Competencies	Examples of how competencies are met
Area 2 Critical Thinking	1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of	1. Students recall the harmful environmental and health effects of poverty and apply these harmful effects by analyzing the statistics of the world's populations which

	possible bias in the information selected	lack access to basic resources and analyzing the relationship between poverty, population growth, and environmental problems on tests and in short writes.
	2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternate meanings or solutions to given situations or problems.	2. Students analyze a case study on the "Green Belt Movement" started by Wangari Maathai in Kenya and examine solutions that could be applied locally to sustaining biodiversity problems.
	3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	3. Students evaluate the pros and cons in the use of genetically modified organisms in food and fiber production.
	4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others	4. Students evaluate cause and effect of standards of living and how wealth correlates to resource depletion.