

Great is the Person Who:
// Bloom's Taxonomy:

Sees the Need,
Knowledge & Comprehension
CLASSIFY

Recognizes the Responsibility,
Analysis & Application
CRITIQUE

and Becomes the Answer
Synthesis & Evaluation
GENERATE/INTEGRATE/CONSTRUCT

JCCC STUDENT LEARNING OUTCOMES	SUSTAINABILITY LEARNING OUTCOMES:	Initial Sustainability Awareness	Emergent Sustainability Understanding	Developed Sustainability Comprehension and Action
#7a. Identify and define relevant problem	Awareness: *realize existence of problem *ability to identify the problem, as well as contributing and consequential factors	*Student recognizes a problem *Student identifies core issues accurately or appropriately	*Student begins to ask questions *Student explains core issues	*Student identifies core and secondary issues, their relationships to each other, and contributing and consequential factors
#7b. Select and execute appropriate qualitative or quantitative methods to explore solution	Awareness: *recognize appropriate and relevant objective and subjective evidence *apply evidence to weigh pros and cons of possible solution	*Student recognizes relevant contextual factors *Student approaches the problem with objective and/or subjective evidence	*Student's conclusions are based on or supported by substantive research and analysis	*Student utilizes objective and/or subjective evidence to evaluate multiple interrelated components, perspectives, and outcomes of possible solutions to a sustainability issue
#7c. Collect, analyze, prioritize, and synthesize evidence to determine best solution	Analysis: *synthesize evidence in order to realize impacts of possible solutions *propose solution taking into account societal, economic and ecological interests	*Student obtains relevant information to approach a solution to a sustainability problem	*Student formulates hypotheses using appropriate information in order propose solutions to a sustainability problem	*Student determines best solution taking into account outcomes and implications for interdependent systems
#4c. Utilize multiple perspectives to critique policies and guide ethical decision making	Synthesis: *critique and/or modify policies as they relate to sustainability	*Student demonstrates understanding of multiple perspectives *Student explains connections, impact, and consequences of policies on sustainability	*Student critiques policies and perceives policy implications for sustainability *Student acknowledges ethical implications of sustainability	Student applies diverse perspectives to imagine, develop and/or propose policies and/or practices that affect sustainability
#6c. Make connections and draw conclusions using multiple sources	Critical Thinking: *recognize existence of connections between human and natural systems	*Student identifies connections between multiple sources	*Student explains connections between multiple sources and circumstances *Student utilizes multiple sources to draw conclusions	*Student demonstrates comprehension of connections between a variety of sources and circumstances as well as the implications they may have for interdependant systems
#2c. Operate as a socially and civically responsible citizen	Evaluation: *recognize potential for aggregate impact, both positive and negative, of individual action *acknowledge and take responsibility for one's own participation in society and the use of natural resources	*Student recognizes how individual actions as citizens impact society	*Student demonstrates understanding of aggregate impacts of collective individual actions as they relate to sustainability	*Student demonstrates altered world view and/or increased level of civic engagement *Student develops project and/or initiative applying classroom sustainability theories to real world sustainability issues