

**Task Force on Global Education**  
**Curriculum Subcommittee**  
**Global Education and Environmental Sustainability Focus**  
**May 1<sup>st</sup>, 2008**

*Present:* Blase Scarnati, Joe Anderson, Harvey Charles, Tom Paradis, Mark Ford, Brandon Crookshanks, George Koch, Sara Alemán, Sara Sullivan

**Minutes:**

Blase began the meeting by explaining the process that the subcommittee has been going through the last two weeks. There have been four meetings based around the three themes of the task force: global education, diversity/multicultural education, and environmental sustainability. Two meetings were centered on global and diversity/multicultural education and the other two meetings were centered on global education and environmental sustainability. He hopes that the entire curriculum subcommittee can meet for a half day retreat the week before fall classes begin.

During the meeting based on global and diversity/multicultural education, the group came up with a list of 23 student learning outcomes. These outcomes are based on a student's knowledge, skills, and attitudes/values. They then distilled these outcomes into themes. This meeting is a brainstorming session based around global education and environmental sustainability. Perhaps this group can also brainstorm student learning outcomes. If there is time, the group can then dissect themes from these outcomes. Harvey added that these themes are a way of understanding global competence.

Through the course of the meeting, the group came up with the following student learning outcomes:

1. Understand the responsible use of natural resources in ways that will secure the ability of future generations to meet their needs.
2. Understand the vocabulary and concepts around environmental sustainability (finite, renewable resources, environmental footprint, global commons, peak oil)
3. Understand and value the diversity of the natural environment
4. Understand the interconnectedness of personal decisions and the natural world
5. Understand the interconnectedness between political and economic decisions and the natural world
6. Understand how cultural practices and traditions impact the environment
7. Be able to make sense of the formula: Environmental Impact = Population x Affluence x Technology
8. Knowledge of alternative energy sources and approaches to energy conservation across the world
9. Knowledge of the scientific processes that under grid environmental sustainability
10. Awareness of the cultural construction of utilization of environmental resources
11. Understand the root cause of global problems in relation to human interactions with the environment

12. Understand responsible engagement with the environment as central to global citizenry
13. Willingness to engage in alternative behaviors to support environmental sustainability
14. Distinguish between superficial and substantive options in relation to environmental sustainability
15. Understand the impact of developing countries on environmental sustainability