Introduction
Our students graduate with broad educational abilities as well as competency in specific foundational approaches, content areas, and skills (listed below). Broad educational abilities include the capacity to draw on diverse skills and knowledge gained from core courses and to be able to work independently and collaboratively in environmental problem-solving. Students develop effective communication skills (written, oral, electronic) that emphasize analytical, persuasive, collaborative, and expressive forms of communication.

Foundational Approaches
1. Interdisciplinary Thinking
   Students have the ability to integrate knowledge across disciplines and to apply an interdisciplinary perspective, one that conceptually organizes and links theories, methods, and data from several disciplines and distinguishes between reductionist and holistic approaches. At advanced levels, they are able to apply an understanding of systems dynamics and sustainability principles to environmental problems across scales.

2. Critical Thinking
   Students develop and practice the capacity to think critically, to reason well, to be open-minded, and use evidence-based arguments in analyzing environmental problems and patterns. They are able to identify the rationale behind decision-making and implementation of policy and cultural change. They understand the role of individual and organizational agents in determining environmental outcomes.

3. Global Consciousness
   Students appreciate global and regional environmental differences, perspectives, and experiences, including economic and political histories and their impacts on specific communities and resources. They are aware of patterns of injustice, wealth distribution, and global conflict over environmental resources. They apply systems and sustainability perspectives on local-global links regarding climate, energy, water, and food issues.

4. Cultural Competence
   Students appreciate the values of diversity within and between cultures as well as biological systems. They are able to recognize, accept, and respect the different values, beliefs, attitudes, and actions among racial, ethnic, religious and social groups. They have cultivated behaviors and skills to function effectively in cross-cultural situations, particularly in environmental education, activism, development projects, and domestic and international research projects.

Content Areas
5. Ethics and Values
   Students gain familiarity with personal and social values and their history and role in environmental decision-making. They develop confidence in investigating moral and ethical dimensions of human-environment relations and recognizing the capacity of aesthetics and narrative to convey environmental values. They are conversant with the role of environmental values such as dignity, justice, equity, compassion, and beauty in shaping personal and global worldviews.
6. Ecological Principles
   Students are practiced in asking ecological questions and understanding scientific
   methodologies and theories. They are able to articulate a systems perspective on the nature of
   environmental problems, especially ecosystem principles and functions at various scales. They
demonstrate familiarity with the natural science basis of current environmental issues and are able to
approach problems from a pattern perspective.

7. Social Behavior
   Students are able to analyze the social dimensions of environmental behavior, using
   perspectives and tools drawn from the fields of sociology, political science, social psychology,
   anthropology and economics. They are familiar with social science discourses, research methods and
   their applications in studying environmental behavior. They understand the dynamics of social and
cultural systems, social movement theory, and the role of environmental drivers in human behavior.

8. Governance Processes
   Students understand basic processes of environmental organization and governance such as
   administration, policy, planning, budgeting, regulation, law, and enforcement. They are able to think
   organizationally and analyze institutional relationships and power dynamics in environmental problem-
solving. They understand the role of citizens, elected and appointed officials, and government agencies
in developing sustainable environmental solutions.

Skill Areas
9. Problem Identification and Solving
   Students develop analytic skill in identifying scope and scale of environmental problems and the
   role of political, economic, social, and cultural drivers. They are able to propose solutions appropriate to
   specific problems, based on in-depth investigation of local and global factors affecting human-
environment systems. They develop imagination and creativity in framing problems, solutions, and
   visions of an environmentally resilient future.

10. Social Change Agency
    Students develop leadership and decision-making skills to achieve environmentally beneficial
    outcomes. They gain facility in team projects and the ability to work constructively with diverse
    perspectives, personalities, and groups. Through participation in student and other advocacy activities,
    they develop pre-professional confidence in future options for environmental work. They gain the
    capacity to work as effective citizens and social change agents in a range of business, government,
    education, and non-profit contexts.

11. Communication and Information Literacy
    Students develop a clear understanding of the breadth and depth of environmental information,
    across a variety of disciplines and formats. They are able to frame a research question or information
    need in clear terms and can locate, access and retrieve information and make informed critical
    judgments about its quality and usefulness. They are able to synthesize, present and use this
    information in a way that helps answer a question, solve a problem, or educate self or others.

12. Reflective Learning
    Students engage in high impact experiential learning opportunities to increase their depth of
    experience and motivation through community engagement, internships, service learning classes, field-
    based learning, study abroad and exposure to diverse cultures. They develop the capacity for peer
    feedback, self-reflection and assessment of learning impacts to help determine future academic, career,
    and lifestyle choices.