

MSU GLOBAL SUSTAINABILITY COMPETENCIES

Competency	Basic Level Mastery	Intermediate Mastery	Exemplary Mastery
	<p>Conceptual understanding, identify, define, describe, recognize, remember</p>	<p>Explain, articulate, practice, model, analyze</p>	<p>Create, generate alternatives, design, synthesize, critique</p>
<p><u>Personal Development/ Self Awareness</u> Competency 1.0</p> <p>The graduate will provide evidence of his/her personal development</p>	<p>1.1 Describe ones self, identity(ies), values and worldview.*</p> <p>1.2 Identify one's strengths and weaknesses as a learner and identify some strengths and places for growth.*</p>	<p>1.3 Articulate one's relationships with the local and global sustainability communities.*</p> <p>1.4 Practice and document self and peer evaluation in both and academic and applied setting.*</p> <p>1.5 Articulate life and learning goals and a plan for achieving these goals as they relate to sustainability studies and actions.*</p>	<p>1.6 Identify, compare/contrast, and apply moral and ethical development frameworks with one's values and worldview.</p> <p>1.7 Synthesize personal experiences, values, and thinking with external opinions and evidence into a coherent statement related to current and envisioned goals for one's sustainability journey.</p>
<p><u>Critical Thinking</u> Competency 2.0</p> <p>The graduate will provide evidence of his/her ability to think critically about sustainability</p>	<p>2.1 Define and explain critical thinking and the indicators one can use to identify critical thinking in the works of others.*</p> <p>2.2 Identify multiple, competing and divergent perspectives of a particular issue. *</p>	<p>2.3 Explain how context shapes the multiple competing and divergent perspectives in a current sustainability issue. *</p> <p>2.4 Analyze the legitimacy claims of various stakeholders in a current sustainability issue. *</p> <p>2.5 Explain the role of critical thinking in mediating complex situations related to sustainability.*</p>	<p>2.6 Propose a plan of action to mediate multiple stakeholder concerns.</p> <p>2.7 Incorporate uncertainty in knowledge in relation to how we frame, problem solve, act, and communicate regarding sustainability.</p>



<p>Civic Engagement Competency 3.0</p> <p>The graduate demonstrates his/her role as an engaged citizen, locally, regionally, and globally</p>	<p>3.1 Describe the actors, processes, institutions, and communities that form civic society for a specific place, context, or sustainability issue.*</p> <p>3.2 For a specific place, context, or sustainability issue, identify the interconnections and relationships among individuals, groups, networks, and systems involved at the local, regional, and global level.*</p>	<p>3.3 Employ civic engagement skills such as active listening, dialogue, group decision-making and priority setting, consensus building, conflict resolution, role clarification or other skills and the wisdom to use appropriate approaches.*</p> <p>3.4 Articulate the importance of including multiple voices in the engagement process and the capacity to include historically marginalized people in community communications in sensitive and respectful ways.*</p> <p>3.5 Engage with a community, agency, or organization to work in collaborative and reciprocal ways for the common good through shared goals, resources, and expertise.*</p>	<p>3.6 Demonstrate leadership in collaboratively formulating a strategy for action (and possible implementing that strategy) that contributes to the common good.</p> <p>3.7 Reflect as an individual and in a group on experiences with civic engagement, including critical and connected reflection on capacity building, shared leadership, and other ways to sustain civic engagement over time.</p>
<p>Systems Thinking Competency 4.0</p> <p>The graduate will provide evidence of his/her ability to think, process, and approach situations systematically</p>	<p>4.1 Identify and describe the basic language and structure of systems (e.g. stocks, flows). *</p> <p>4.2 Describe system properties and behaviors (e.g. nonlinearity, emergence, path dependence, balancing and reinforcing loops, leverage, drivers).*</p> <p>4.3 Describe the role of leverage points and drivers in a specific system.*</p>	<p>4.4 Recognize and explain the relationships between structures, properties and processes in an existing system utilizing a diagram.*</p> <p>4.5 Articulate and model system properties and behaviors (nonlinearity, emergence, path dependence, balancing and reinforcing loops, leverage, drivers) in a real-world system.*</p>	<p>4.6 Develop, describe and bound a system that effectively captures the ecological, economic and social elements and the relationships between them.</p> <p>4.7 Based on 4.5-4.6, diagnose a problem, create an intervention/alternative system to address the problem; or, delineate alternative initial conditions that could lead toward a more sustainable state.</p>



<p>Social Justice Competency 5.0</p> <p>The graduate will provide evidence demonstrating how social equity contributes to global sustainability</p>	<p>5.1 Identify and describe key examples of how individuals and social groups experience inequality.*</p> <p>5.2 Identify examples of both historically significant and current social justice issues and describe their relevance to sustainability.*</p>	<p>5.3 Analyze the relationship between quality of life, place, sustainability, power, and justice.</p> <p>5.4 Explain relationships between technology, environment, place, and time regarding social justice and equity.</p> <p>5.5 Explain the relationship between social movements and social change for sustainability.</p>	<p>5.6 Compare and contrast various styles of justice (retributive, distributive, and restorative) and apply them to address a specific situation related to sustainability.</p> <p>5.7 Propose a process or intervention that ameliorates the significance of power and privilege in a specific applied sustainability system.</p>
<p>Economic Vitality Competency 6.0</p> <p>The graduate will demonstrate knowledge of how economic theory and resource equity contribute to sustainability</p>	<p>6.1 Describe supply, demand, prices, profit, and markets and how they affect resource allocation.*</p> <p>6.2 Describe opportunity costs and trade-offs related to sustainability.*</p> <p>6.3 Describe a range of indicators of both financial and economic performance.*</p>	<p>6.4 Articulate the meaning of full cost accounting in a variety of sustainability settings.</p> <p>6.5 Explain different types of non-market value and the methods used to assess them.</p> <p>6.6 Articulate the role of public goods and externalities and explain how they relate to the economic systems of a specific sustainability issue, topic or setting.</p> <p>6.7 Analyze strengths and weaknesses of free market economy in relation to sustainability.</p>	<p>6.8 Develop a plan to address a specific sustainability issue that demonstrates multiple perspectives of economic vitality and how they affect resource allocation as addressed through 6.1-6.7.</p>



<p>Ecological Integrity Competency 7.0</p> <p>The graduate displays knowledge of basic ecological principles and the ability to apply ecological science to current issues regarding sustainability</p>	<p>7.1 Describe the components of an ecosystem.*</p> <p>7.2 Describe energy flow through ecosystems and how this flow is demonstrated in the food web.*</p> <p>7.3 Describe a range of commonly used indicators of ecosystem integrity.*</p>	<p>7.4 Analyze the biases and assumptions of the science and the claims of potential impacts for a politically debated global ecological issue.</p> <p>7.5 Explain a regional or global cycle or pattern of ecosystem services (e.g. carbon, water, nitrogen, biodiversity) and how humans impact this service for a given sustainability topic or issue.</p> <p>7.6 Explain the components and interrelationships of one specific coupled human and natural system</p>	<p>7.7 Propose a plan to address the roles of an actual threat to ecological integrity.</p>
<p>Aesthetics Competency 8.0</p> <p>The graduate recognizes, values, and interprets principles of aesthetics to contribute to sustainability</p>	<p>8.1 Describe some common indicators of aesthetic quality.*</p> <p>8.2 Identify ways aesthetic qualities influence our experiences.*</p>	<p>8.3 Articulate how aesthetics affect global sustainability.</p> <p>8.4 Articulate the role of inspiration, intuition, or emotion as it relates to a natural or created object, place or performance related to sustainability.</p>	<p>8.5 Design and justify an aesthetically sound project (place, object, text, performance, etc.) that supports global sustainability.</p> <p>8.6 Construct a sustainability project that is shaped by aesthetic values.</p>

*** Required for all students**

