Core Learning Goals and Outcomes for the Environmental Comprehensive Geography Major

Learning Goal 1: Geographic Knowledge
Our geography students will be familiar with fundamental geographic knowledge, such as understanding the science of place and space, knowing how to ask and discover where things are located on the surface of the earth, knowing why they are located where they are, knowing how places differ from one another culturally and environmentally, and knowing how people interact with the environment.

Learning Outcomes – Geographic Knowledge:
• Human Geography: apply geographic information about culture and cultural processes (e.g., religion, language, ethnicity, diffusion of ideas, meaning of landscapes, and cultural significance of place)
• Physical Geography: apply geographic information about the processes that shape physical landscapes (e.g., weather, climate and atmospheric processes, ecosystems and ecological processes, and environmental hazards)
• Human-Environment Geography: apply geographic information about relationships between nature and society (e.g., the economic effects of drought, why federal land holdings are mostly located in the American west)
• Regional Geography: apply geographic information of the physical and human geography of a subnational area, political state, or world region
• Geographic Techniques: recognize when and how to use the tools of geographic inquiry effectively (e.g., field and laboratory to gather quantitative and qualitative geographic data; GIS to acquire, manage, display, and analyze spatial data in digital form; cartography to display spatial information effectively; and spatial statistical methods to model and make inferences about spatial relationships and patterns)

Learning Goal 2: Geographic Skills
Our geography students will be able to integrate and apply knowledge from the advanced geographic approaches, core geographic skills, and geographic perspectives to address socially relevant questions and problems.

Learning Outcomes – Geographic Skills:
• Spatial perspective: Identify, explain, and find meaning in spatial patterns and relationships (such as site conditions, how places are similar and/or different, the influence of a land feature on its neighbors, the nature of transitions between places, and how places are linked at local, regional, or global scales)
• Global perspective: apply knowledge of how people, places, and regions are linked by global networks and processes (such as globalization, international trade, immigration, internet technology, global climate)
- Interdisciplinary perspective: synthesize the information, concepts, and methods of natural and social sciences for geographic research and applications
- Communication: select and use appropriate media (particularly written communication) to explain to geographers and non-geographers alike how geographic approaches and perspectives can be used to address socially relevant questions and problems and why identifying the underlying spatial relationships is an important contribution to solving them.
- Environmental perspective: integrate the information, concepts, and methods from the advanced geographic approaches (human geography, physical geography, human-environmental geography, regional geography, geographic techniques) to address questions and solve problems stemming from human-environment interactions.

**Learning Goal 3: Geographic Values and Responsibilities**
Our students will recognize that geography is a human endeavor and that geographic knowledge, skills, and perspectives must be practiced in a responsible and ethical manner.

**Learning Outcomes**
- identify how to use geographic knowledge and skills to maximize the benefits and minimize the harm to others
- demonstrate respect for persons, communities, equity, social justice, environmental systems, and the principles of environmental stewardship
- evaluate the geography underlying environmental problems, issues, or events, and apply geographic knowledge and skills to pursue appropriate solutions to them.