



## CENTER FOR SUSTAINABILITY EDUCATION

### REQUIREMENTS FOR ALL SUSTAINABILITY COURSES AT DICKINSON:

There are two types of sustainability courses at Dickinson, Sustainability Connections (SCON) and Sustainability Investigations (SINV), either of which can be taken by students to fulfill the graduation requirement. Both SCON and SINV courses engage students in exploring questions about sustainability challenges and opportunities, drawing on the knowledge and approaches of the arts and humanities, social sciences and/or natural sciences. SCON courses build competencies and knowledge in a field that is relevant to understanding sustainability and apply them to a sustainability issue. SINV courses engage students in deep and focused exploration of sustainability and its multiple dimensions as a major theme of the course.

All SCON and SINV courses must:

- Introduce students to one or more definitions of sustainability that are appropriate to the discipline or area of study of the course.
- Make students aware that sustainability has multiple dimensions, including, as a minimum, environmental, social and economic dimensions.
- Include student learning outcomes in the course syllabus stating that students will demonstrate abilities to:
  - Think critically about a sustainability question, problem and/or potential solution, and
  - Articulate connections between the field of study of the course and sustainability.
- Include at least one graded assignment that provides students an opportunity to demonstrate attainment of the sustainability learning outcomes. The assignment can serve multiple purposes and does not need to focus solely on sustainability. Assignments that use active learning pedagogies to engage students in problem solving, communicating and collaborating are strongly encouraged but not required.

### ADDITIONAL REQUIREMENTS FOR SUSTAINABILITY INVESTIGATIONS (SINV) COURSES

SINV courses must include **all** the elements listed above as well as:

- Include as a third student learning outcome in the course syllabus that students will demonstrate abilities to:
  - Apply disciplinary or interdisciplinary knowledge and methods to analyze a problem of sustainability.
- Devote a substantial portion of course instruction and work to sustainability-related content.
- Give significant weight to sustainability-related content in grading student performance.

**GUIDANCE FOR GOOD PRACTICES:  
RECOMMENDATIONS FOR SUSTAINABILITY COURSES AT DICKINSON**

The student learning assessment identified a number of good practices utilized by Dickinson faculty members which we share with you for your consideration. These practices are NOT required for sustainability courses at Dickinson. We offer them as suggestions that can improve communication to students about the sustainability content of your courses and help support sustainability learning.

- State on the syllabus that the course meets Dickinson’s Sustainability Graduation requirement and is a Sustainability Connections (SCON) or Sustainability Investigations (SINV) course.
- Explicitly address sustainability in the course description and communicate how sustainability concepts are relevant to the subject of the course.
- Provide one or more definitions of sustainability on the syllabus and Moodle page.
- Communicate in the syllabus and Moodle page that sustainability has social, economic and environmental dimensions and identify which dimensions are addressed in the course.
- Make clear in the course schedule of topics, readings, and assignments when during the semester sustainability-related content will be covered. Also see guidance from SOAR on [How to Create Inclusive & Accessible Syllabi and Moodle Pages](#).
- Clearly communicate in instructions for assignments that are intended to support sustainability learning the sustainability concepts and dimensions that students are expected to address.
- Introduce sustainability early in the semester to help students build vocabulary and skills for seeing connections between sustainability and other course topics as the semester progresses.
- Use sustainability terminology deliberately and frequently.
- Include an assignment near the end of the semester that asks students to reflect on the relevance of sustainability concepts for the topic and field of study of the course.

Do you have your own good practices for sustainability learning?

Please share them with us at [sustainability@dickinson.edu](mailto:sustainability@dickinson.edu).

We are developing a “guidance for good practices for sustainability courses” webpage that highlights and provides examples of the above using Dickinson syllabi and activity examples.

Learn more at:

[GUIDANCE FOR GOOD PRACTICES](#)  
[SUSTAINABILITY COURSE DESIGNATION & REQUIREMENTS](#)