## Case Study: Mapping the Global Goals to the Bard College Curriculum (Jan. 2020) - draft

When President Botstein signed the SDG Accord he committed to embed the Global Goals for Sustainable Development into educational activities at Bard College. As a first response, we are identifying where we believe the Global Goals are already part of existing courses and programs at the College.

UNESCO's publication, Education for Sustainable Development Goals: Learning Objectives offers guidance for education professionals on how to use education for sustainable development in learning for the Sustainable Development Goals (SDGs).  The guide includes specific Learning Objectives for each SDG which we are using for this process.  Learning Objectives are broken up into three categories with five subtasks each. The categories are Cognitive, Socio-emotional, and Behavioral. Appendix contains an example Learning Objective for SDG6: Clean Water and Sanitation,



*Photo Credit: Laurie Husted*

*Photo:* BardE3 students chalked the Global Goals at a community street painting festival in 2019

**Step One: Map the SDGs in a single course**

We chose Environmental Policy as a first course to review.  Bard Office of Sustainability student intern Katie Esposito had taken the course in the fall so felt very familiar with its content.  It is useful to obtain the syllabus of the course to do this review. Katie reviewed each SDG (1-17) and its associated Learning Objectives. She noted in the appropriate column whether she felt the objective was part of the course, as well as which specific subtask she felt was included. Figure 1 is an excerpt from this review.  For example, for SDG 1: No Poverty, the Cognitive Learning Objective 1.1 is "The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices."  Katie felt this was part of the course and noted it as 1.1 under Goal 1.

*Figure 1: Example single course review for Environmental Policy (not faculty-verified)*

| Course Name | Related SDGs | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 | Goal 7 | Goal 8 | Goal 9 | Goal 10 | Goal 11 | Goal 12 | Goal 13 | Goal 14 | Goal 15 | Goal 16 | Goal 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Global Goals: Single Course Review | | | | | | | | | | | | | | | | | | |
| Environmental Policy I/ M. Segarra | 1, 3, 6, 7, 10, 11, 12, 13, 16, 17 | X | | X | | | X | X | | | X | X | X | X | | | X | X |
| **Learning Objectives** | | | | | | | | | | | | | | | | | | |
| Cognitive | 1, 3, 6, 7, 10, 11, 13, 16, 17 | 1.1 | | 3.4 | | | 6.1, 6.2 | 7.4 | | | | 11.1, 11.2, 11.5 | | 13.3, 13.4, | | 16.2 | | 17.2, 17.3, 17.4, |
| Socio-ecomotional | 1, 3, 6, 7, 10, 11, 13, 16, 17 | 1.1 | | 3.3 | | | 6.1, 6.2, 6.3, 6.4, 6.5 | 7.3, 7.5 | | | 10.4 | 11.2, 11.3 | | 13.2, 13.3, 13.4, 13.5 | | 16.3 | | 17.1 |
| Behavorial | 1, 3, 6, 7, 10, 11, 13, 16, 17 | 1.1 | | 3.4 | | | 6.1, 6.2, 6.3, 6.4, 6.5 | 7.4 | | | 10.1, 10.4 | 11.1,11.2, 11.3, 11.4, 11.5 | | 13.2, 13.3, 13.4,13.5 | | 16.2, 16.3, 16.4 | | 17.2, 17.3, 17.4 |

Note: the faculty member should review the form to see how perceptions aligned.
The spreadsheet for a single course can be found here.

**Step 2: Map a program's courses to the SDGs**
A graduate student from the Bard Center for Environmental Policy, is reviewing her courses from this fall and spring to see how the SDGs are embedded in the overall first year program. In the case of reviewing a Program, the presence of the Global Goals are identified, but the subtasks are not included in the inventory. Instead, it details which of the three learning objectives are involved more broadly. Figure 2 is an excerpt from her review of the Fall courses.

Note: the relevant global goals should be put under each of the Learning Objective columns, as well as identifying them with an "x" under the Goal column.

*Figure 2: Inventory of Bard graduate program in environmental policy:*

| Bard Center for Environmental Policy Courses & Faculty Fall 2019 | | | Learning Objectives for Achieving Global Goals | | | No Poverty — Goal 1 | Zero Hunger — Goal 2 | Good Health & Well-being — Goal 3 | Quality Education — Goal 4 | Gender Equality — Goal 5 |
|---|---|---|---|---|---|---|---|---|---|---|
| Professor Name | Course Title | Related SDGs | Cognitive | Socio-emotional | Behavioral | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
| Phillips, Jennifer | Envt Sci: Natural Environments | 1, 2, 3,4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17 | 1, 2, 3, 6, 7,9, 10, 11, 12, 13, 14, 15, 16, 17 | 1,3,4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16 | 3, 6, 9, 10, 11, 12, 13, 16 | X | X | X | X | |
| Sethi, Gautham | Foundations:Environm'l Econom. | 7, 12, 13 | 7, 12,13 | 12, 13 | 7, 12,13 | | | | | |
| Segarra, Monique | Environmental Policy I | 1, 3, 6, 8, 9, 11, 15, 17 | 1, 3, 6, 8, 9, 11, 17 | 1, 3, 6,8, 9, 17 | 1, 3, 6, 8, 9, 15 | X | | X | | |
| Sethi, Gautham | Statistics & Econometrics | 1, 8 | 1, 8 | | | X | | | | |
| Tafur, Victor | Environmental Law for Policy | 6, 7,9 | 6, 7, 9 | 6,9 | 6, 7,9 | | | | | |
| Ramaley, Caroline | Communication I | 4, 6, 7, 9, 13, 15,16,17 | 4, 6, 9, 13, 15,17 | 4, 6, 7, 9, 13 | 4, 6, 7, 13, 16 | | | | X | |

The spreadsheet template for a program level review can be found here.

The Program or department chair should review this work. This process allows them to see at a glance which SDGs are covered by the overall course of study.

This process will continue at Bard over the spring semester by asking students to review courses they are taking during this academic year, and field verifying with faculty members. We are also asking Programs to see if faculty members would be willing to map their own courses.

Appendix

Example Learning Objective for SDG6: Clean Water and Sanitation:



## 1.2.6. SDG 6 | Clean Water and Sanitation | Ensure availability and sustainable management of water and sanitation for all

### Table 1.2.6. Learning objectives for SDG 6 "Clean Water and Sanitation"

| | |
|---|---|
| **Cognitive learning objectives** | 1. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity. |
| | 2. The learner understands that water is part of many different complex global interrelationships and systems. |
| | 3. The learner knows about the global unequal distribution of access to safe drinking water and sanitation facilities. |
| | 4. The learner understands the concept of "virtual water"[a]. |
| | 5. The learner understands the concept of Integrated Water Resources Management (IWRM) and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management. |
| **Socio-emotional learning objectives** | 1. The learner is able to participate in activities of improving water and sanitation management in local communities. |
| | 2. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories. |
| | 3. The learner is able to feel responsible for their water use. |
| | 4. The learner is able to see the value in good sanitation and hygiene standards. |
| | 5. The learner is able to question socio-economic differences as well as gender disparities in the access to safe drinking water and sanitation facilities. |
| **Behavioural learning objectives** | 1. The learner is able to cooperate with local authorities in the improvement of local capacity for self-sufficiency. |
| | 2. The learner is able to contribute to water resources management at the local level. |
| | 3. The learner is able to reduce their individual water footprint and to save water practicing their daily habits. |
| | 4. The learner is able to plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety. |
| | 5. The learner is able to evaluate, participate in and influence decision-making on management strategies of local, national and international enterprises related to water pollution. |