

3rd National Conference on Science, Policy and the Environment  
Education for a Sustainable and Secure Future

**Sustainability-Security Curricula**

*Developing Curricula to Integrate Sustainability and Security*

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Preface: Sustainability and security are two sides of the same coin. Subsequently, we will refer to Sustainability/Security education as Sustainability Education.

Recommendations:

1. NCSE should develop its existing library as a national resource for sustainability education, focusing on case studies of what works. The NCSE library would serve as a “K to Gray” resource.
2. NCSE should consider developing guidelines for teachers of sustainability/security education.
3. State departments of education should develop Sustainability education that is experiential in early grades, science-based beginning in middle school and concentrate on development of analytic and synthesis skills beginning in high schools.
4. Colleges and universities should include sustainability education as an integral part of their general education requirements. Sustainability education should be seen as a value-added course of study, complimentary to the pursuit of traditional degrees. (This would hopefully help avoid encountering administrative and departmental barriers present in college level education.)
5. Sustainability education at the high school level and beyond should include an understanding of environmental, social and economic systems. (The study of environmental systems should be science based.)
6. Sustainability education at the college level should include coursework, case studies and experiential (project) involvement and be designed to meet the needs of employers and markets.