



Sustainability Scholar Program Workbook

Name: _____

Email: _____

Pronouns: _____

Phone Number: _____

Major: _____

Minor: _____

Navigate to <http://sustain.cofc.edu/> for more information about the Program and to learn more about relevant engagement opportunities.

PROGRAM OVERVIEW

This workbook serves as a guide to undergraduate students who seek to become Sustainability Scholars through the College of Charleston’s Center for Sustainable Development. This workbook is intended to monitor student progress through five core areas. The estimated completion time for this program is approximately three academic semesters. A list of courses on sustainability literacy is included in this workbook. Students can also find course offerings relevant to this program on the above website and in this workbook (Appendix A).

The Program Coordinator is responsible for enrolling students in the Scholars Program, assisting students in satisfying program requirements, monitoring student progress, and reviewing the student’s final portfolio. Assessment of student work associated with the Scholars Program is based on established QEP criteria (See Appendices B and C.) as well as a pre- and post-portfolio sustainability literacy assessment. Students may begin satisfying program requirements during their first semester as an enrolled student. The application of related work completed during the Summer Sessions will be assessed on a case-by-case basis. Academic year 2019-2020 activities may count toward the Scholars Certificate Program requirements. **Requirements of the Sustainability Scholars Program, including the submission of this workbook and your portfolio as a PDF, must be met two weeks in advance of Commencement.** Students who become Sustainability Scholars will receive a bound copy of their portfolios, receive a Certificate of Completion, and be given a pin to wear during the Commencement Exercises. Note: Information contained in this workbook will be accessible to the Program Coordinators, Center for Sustainability Staff, and other authorized approvers in addition to the enrolled student. Enrolled students are responsible for printing one hard copy of this workbook (14 pages) and retaining one digital copy on the designated Google Drive.

Program Objectives:

- 1.) To provide multiple pathways for students to participate in, influence, devise, and implement sustainable practices, thereby enhancing their sustainability literacy through direct experience.
- 2.) To assist students in documenting their sustainability-related experiences while at the College.
- 3.) To equip students with marketable skills to enhance their competitiveness upon graduation.

PROGRAM REQUIREMENT VERIFICATION

There is a verification process for each section (I-V). See section directions for detailed requirements. Sustainability Literacy Student Learning Outcomes (SLOs) embedded in the Sustainability Scholars Program are identified in the table below. Student work submitted to satisfy the requirements of this Program will be evaluated based on the Sustainability Scholars Portfolio Rubric (Appendix B) and the Sustainability Literacy Rubric (Appendix C). The requirements for each core component of the Sustainability Scholars Program are outlined below (See Sections I-V for these details.).

You will be given a link to a shared **Google Drive folder** to which you will upload artifacts for each requirement. Please notify the Program Coordinator when new documentation is shared. Original student work submitted for class credit may be used to satisfy other requirements of this program, **IF** the QEP Sustainability Literacy Rubric (Appendix C) was used to assess the student’s work and a copy is included with this workbook. If you are uploading an assignment (e.g., policy memo) from a course (ENVT 200) for Scholars credit, please request written permission from the instructor on record and include the original submission date of the assignment. See Appendix E for artifact header guidelines.

Student Learning Outcomes (SLOs) associated with the Quality Enhancement Plan (QEP) are captured below. The approved Sustainability Literacy Rubric will be used to assess student work associated with the selected SLOs. Review the Sustainability Scholars Portfolio Rubric (Appendix B) for the criteria which will be used to assess **the final polished and paginated portfolio published digitally and in print**. A table of contents is required for the final portfolio, citing all sections, reflection papers, and all other relevant documentation. Students must earn an “exemplary” or “satisfactory” rating for each Portfolio category to become a Sustainability Scholar. DocHub (<https://dochub.com/>) will be employed to obtain all required signatures. Approved verifiers are as follows: Sustainability Scholars Program Coordinator, Sustainability Literacy Faculty Fellows, QEP Committee Members, and Center for Sustainability Staff. Refer to Appendix D for the list of reviewers. Final approval authority resides with the Program Coordinator.

<u>QEP Goals</u>	<u>SLO</u>	<u>SLO Description</u>	<u>Scholars Program Requirement</u>
Build Awareness	2	Students can identify key ways to be more sustainable in personal life and on campus.	Section III – C Section III – A (Option 4) Section IV (Option 1, 2, 3) Section V – C (Option 1, 2, 3)
Skill Building & Competency Learning	5	Students can demonstrate the impact of production/consumption practices on social, economic, and/or ecological systems.	Section III – B Section III – A (Option 3 & 4) Section III – D Section V – C (Option 1 & 3)
Experiential & Learning Practice	6	Students can design a solution to a given sustainability problem.	Section V – A Section III – A (Option 2) Section IV (Option 4-5) Section V – B Section V – C (Option 1)
Change Agents for Resiliency	7	Students can advocate for resiliency at the individual, institutional, community, national, or international level.	Section III – A (Option 1) Section IV (Option 5) Section V – A & B

Sustainability Scholars Portfolio Rubric Categories (See Appendix B for specific criteria.):

- 1.) Sustainability Literacy
- 2.) Advocacy
- 3.) Career Exploration
- 4.) Organization

I. BASELINE

Complete sustainability literacy assessments before **AND** after you submit your final portfolio. When you are ready to complete these assessments, contact the Program Coordinator for the Qualtrics link.

	Date Completed	Score (Pass/Fail)	Coordinator Signature
Sustainability Literacy Pre-Survey			
Sustainability Literacy Post-Survey			

Note: A passing score is 80% or higher on the “Knowledge” section of the Survey.

Section I Requirements Met | Verified by: _____ **Date:** _____

II. FOUNDATIONAL KNOWLEDGE

Satisfy this requirement by completing the following **FOUR** courses with a final grade of a “B” or higher:

- One sustainability-focused (SF) course
- One sustainability-related (SR) course
- Two other SF or SR courses
- Nine total credit hours in SF and SR curriculum are required.

Courses outside your declared major are strongly encouraged. Relevant summer courses may also count. Course credit earned for internships, capstones, and independent studies are not applicable here but may be used to satisfy requirements for Section V – Applied Experience. Provide the following information in the table below: A.) courses completed, B.) instructor for each course, C.) completion date, D.) SF/SR designation, and E.) whether you received a “B” or higher in each course. For “other,” provide a short explanation as to why you think this course is applicable to the Sustainability Scholars Program. A maximum of three credit hours from another accredited institution of higher learning may be used to satisfy the program requirements. Refer to Appendix A for a list of courses on sustainability literacy. Keep in mind, course offerings will vary per semester. Check the Center’s website for the most up-to-date information. Courses without a SF or SR designation will be considered for this Program on a case-by-case basis. The Program Coordinators will approve or deny such requests based on the syllabus for the course and the final grade earned.

	Relevant Course Details	Course Type/Category			Grade Requirement
1	Course: _____ Semester Completed & # Credits: _____ Instructor: _____	<input type="checkbox"/> SF	<input type="checkbox"/> SR	<input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Received a final grade of a "B" or higher.*
2	Course: _____ Semester Completed & # Credits: _____ Instructor: _____	<input type="checkbox"/> SF	<input type="checkbox"/> SR	<input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Received a final grade of a "B" or higher.*
3	Course: _____ Semester Completed & # Credits: _____ Instructor: _____	<input type="checkbox"/> SF	<input type="checkbox"/> SR	<input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Received a final grade of a "B" or higher.*
4	Course: _____ Semester Completed & # Credits: _____ Instructor: _____	<input type="checkbox"/> SF	<input type="checkbox"/> SR	<input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Received a final grade of a "B" or higher.*
5	Course: _____ Semester Completed & # Credits: _____ Instructor: _____	<input type="checkbox"/> SF	<input type="checkbox"/> SR	<input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Received a final grade of a "B" or higher.*

*Credit for courses for which you earned less than a "B" will be evaluated by the Program Coordinator to assess your eligibility to graduate as a Sustainability Scholar.

Note: Although the information captured in the table above is initially self-reported, the courses listed are subject to a degree audit during the graduation review process. Incomplete or incorrect information could delay the official recognition of becoming a Sustainability Scholar.

Section II Requirements Met | Verified by: _____ **Date:** _____

III. INTEGRATING KNOWLEDGE

Complete A (2 of 4 options) **AND** B. Secondly, choose C **OR** D to complete. Write “n/a” in fields that are not applicable.

A. Complete TWO of the four options below. Place a check mark in the appropriate box once completed.

- Option 1:** Write a policy memo.

Date	Memo Title	Topic	Course & Instructor	Instructor/Coordinator Signature

- Option 2:** Conduct a feasibility analysis for a sustainability-related project.

Date	Project	Course & Instructor	Instructor/Coordinator Signature

- Option 3:** Create a visual representation of a system related to a sustainability-oriented project.
 Note: Include a brief description of the image you created, and describe how it relates to sustainability in the space provided below.

Date	System	Project	Course & Instructor	Instructor/Coordinator Signature

- Brief description of the image and its connection to sustainability was uploaded to the designated Google Drive folder.** [Reference page in Portfolio.]
- Option 4:** Create an informational poster or graphic pertaining to sustainability programming or sustainable practices. Note: Include a brief description of the image you created, and describe how it relates to sustainability in the space provided below.

Date	Topic/System/Practice	Course & Instructor	Instructor/Coordinator Signature

- Brief description of the image and its connection to sustainability was uploaded to the designated Google Drive folder.** [Reference page in Portfolio.]

B. Complete the requirement below. Place a check mark in the appropriate box once completed.

- Attend OR watch **TWO** professional development seminars and/or workshops geared toward a career in sustainability, and write a 250-word reflection about the key takeaways from each event as separate Word documents. Leadership training opportunities may also count toward this requirement, such as Catalyst (<https://higdoncenter.cofc.edu/student-leadership-programs/catalyst.php>). Reach out to the Program Coordinator for confirmation.

	Date	Name of Event	Topic(s)	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
1					<input type="checkbox"/> Yes <input type="checkbox"/> No
2					<input type="checkbox"/> Yes <input type="checkbox"/> No

C. Complete the requirement below. Place a check mark in the appropriate box once completed.

- Write an article OR create a multimedia presentation (e.g., podcast or video) pertaining to sustainability for an online periodical (e.g., *Synergies*).

Date	Article Title/Topic	Name of Periodical	Published? (Y/N)	Instructor/Coordinator Signature

D. Complete the requirement below. Place a check mark in the appropriate box once completed.

- Prepare a manuscript pertaining to sustainability to be submitted to a peer-reviewed journal or to be included in your Bachelor’s Essay.

Date	Article Title	Name of Journal	Published? (Y/N)	Instructor/Coordinator Signature

Section III Requirements Met | Verified by: _____ **Date:** _____

IV. BUILDING LEADERSHIP

Complete **TWO** of the following five options. For each selected option, include a 250-word reflection of what you learned about yourself and how you developed during each selected experience. Upload these reflections to the appropriate folder on the designated Google Drive, and reference the Portfolio page numbers below.

- Option 1:** Coordinate a campus-wide event or an awareness campaign related to sustainability.

Note: Virtual events may be used to satisfy this requirement.

Date of Event	Name of Event	Topic	Collaborator(s)	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 2:** Hold a leadership position in a student organization or local non-profit organization that strives to address a sustainability-related issue.

Dates	Position Held	Name of Organization	Issue	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 3:** Present original work related to sustainability at a conference, gallery, theater, or similar establishment. Note: Participation in CofC events and art installations satisfy this requirement.

Date	Title of Work & Issue	Conference/Gallery	Medium	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 4:** Complete the Leadership Certificate Program through the Higdon Center for Student Leadership and Fraternity and Sorority Life. (For more information, navigate to: <https://higdoncenter.cofc.edu/student-leadership-programs/leadership-certificate-program.php>).

Date	Title of Work & Issue	Conference/Gallery	Medium	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 5:** Submit a Cougar Changemaker Project Proposal.

Date	Project Title	Co-Author(s)	Collaborator(s)	Instructor/Coordinator Signature	Reflection Uploaded to Google Drive
					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Section IV Requirements Met | Verified by:** _____ **Date:** _____

V. APPLIED EXPERIENCE

Complete A OR B AND C (2 of 3 options).

A. Submit, revise, and carry out a full-scale project pertaining to sustainability as an individual OR on a team. Place a check mark next to the selected program.

- Capstone
- Cougar Changemaker
- ImpactX
- Student Government Association (SGA)
- Zero Waste Project
- Other: _____

Date	Title of Project	Issue	Instructor/Mentor	Instructor/Coordinator Signature

B. Complete a minimum of ONE semester-long internship (100 hours) in a sustainability field.

Dates	# Hours	Site (organization name & physical address)	Site Supervisor (name, title, & contact info.)	Site Supervisor Signature

C. Complete TWO of the following three options. Place check marks in the appropriate boxes once completed. For ONE event/trip per option, write a 250-word reflection and include key takeaways. Include the title and date of the selected events in your reflection. Upload these reflections to the appropriate folder on the designated Google Drive, and reference the Portfolio page numbers below.

- Option 1:** Volunteer for **FOUR** sustainability-focused events (e.g., waste audits, Social Justice Coffee Hour, campus planting days, Do-It-Yourself workshops, Stone Soup Collective soup preparation, and Zero Waste Program events)

	Date	Event Title	Host's Name	Program Coordinator Signature	Reflection Uploaded to Google Drive
1					<input type="checkbox"/> Yes <input type="checkbox"/> No
2					<input type="checkbox"/> Yes <input type="checkbox"/> No
3					<input type="checkbox"/> Yes <input type="checkbox"/> No
4					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 2:** Attend **TWO** events held by public (non-College of Charleston) organizations (e.g., City Council meetings, Tri-County Food Alliance, Charleston Green Drinks, MUSC Urban Farm work days, and non-profit meetings). Note: A photo taken at each event is required to verify attendance.

	Date	Name of Event	Photo Location	Program Coordinator Signature	Reflection Uploaded to Google Drive
1					<input type="checkbox"/> Yes <input type="checkbox"/> No
2					<input type="checkbox"/> Yes <input type="checkbox"/> No

- Option 3:** Attend **TWO** sustainability-related trips, including class field trips, study abroad opportunities, and Alternative Spring Break.

	Date	Trip Location	Trip Purpose	Trip Leader's Name & Contact Info.	Program Coordinator Signature	Reflection Uploaded to Google Drive
1						<input type="checkbox"/> Yes <input type="checkbox"/> No
2						<input type="checkbox"/> Yes <input type="checkbox"/> No

Section V Requirements Met | Verified by: _____ **Date:** _____

APPENDIX A: Courses in Sustainability Literacy*

Sustainability-Focused (SF) Courses:

<u>Course</u>	<u>Course Name</u>	<u>Instructor</u>
ARTH 290	Political Expression in Art	Dr. Patricia Dillon
BIOL 250/ ENVT 352	Aquatic Turtle Conservation & Biology	Dr. Ashley Lavender
ENGL 110	Introduction to Academic Writing	Dr. Lisa Young
ENTR 320	New Venture Modeling, ImpactX	Dr. Dave Wyman
ENTR 407	Ecopreneurship	Dr. Dave Hansen
ENVT 200	Intro. to Environmental & Sustainability Studies	Team Taught
ENVT 452	Sustainable Food Systems	Dr. Ashley Lavender
FREN 380	Marketing French	Dr. Juliette Bourdier
FYE 117	Swimming in Plastic Soup	Dr. Barbara Beckingham
FYSE 134	You Are What You Wear: Just Fashion	Prof. Louise Doire
FYSE 142	Hooked: Fish, Fisheries, & Food for the Future	Prof. Nicholas Principe
GEOL 213	Natural Hazards	Dr. Steven Jaume
HONS 110	Sustainable Futures – Honors Academic Writing	Dr. Anton Vander Zee
HONS 381	Values & Science of Sustainability in Agriculture	Dr. Todd LeVasseur & Dr. Seth Pritchard
INTL 350	Global Environmental Changes	Dr. Blake Scott
POLI 319	Building Peace Toward Sustainability	Dr. Brian Fisher
POLI 369	Politics of Globalization	Dr. Hollis France
SOCY 109	Sociology of Food	Dr. Idee Winfield
URST 313	Sustainable Urbanism	Dr. Barry Stiefel

Community of Learning Courses:

<u>Course</u>	<u>Course Name</u>	<u>Instructor</u>
DATA 210	Dataset Organization & Management	Prof. Lancia Affonso
GEOL 103	Environmental Geology	Dr. Steven Jaume

Sustainability-Related (SR) Courses:

<u>Course</u>	<u>Course Name</u>	<u>Instructor</u>
ACCT 204	Managerial Accounting	Prof. Thomas Spade
ANTH 319	Introduction to Museum Studies	Prof. Joanna Gilmore
BIOL 111	Introduction to Cellular & Molecular Biology	Prof. Deborah Bidwell
BIOL 211	Biodiversity, Ecology, & Conservation Biology	Dr. Allison Welch
BIOL 335	Biology of Fishes	Dr. Gorka Sancho
CHEM 101	General Chemistry	Dr. Kate Mullaugh
CHEM 422	Environmental Chemistry	Dr. Kate Mullaugh
EDEE 366	Teaching Mathematics, Grades 2-8	Dr. Nenad Radakovic
EDEE 435	Instructional Strategies for Teaching Reading, Grades 2-6	Dr. Margaret Hagood
FYSE 108	Biomimicry: Nature as Mentor	Prof. Deborah Bidwell
GEOL 103	Environmental Geology	Dr. Vijay Vulava
HEAL 230	Global Health	Dr. Christy Lynn Kollath-Cattano
HONS 155L	Honors Geology I Laboratory	Prof. Lauren Maurizio
MGMT 301	Management & Organizational Behavior	Prof. Alex Carrico
MGMT 345	Leadership	Dr. Carrie Messal
PHYS 105	Introduction to Meteorology	Dr. B. Lee Lindner
SPAN 275	Spanish Skills Review	Prof. Mary Ann Blitt
URST 310	Urban Planning	Dr. Barry Stiefel

*Course offerings are subject to change.

APPENDIX B: Sustainability Scholars Portfolio Rubric

(Source: Quality Enhancement Plan Guiding Document, Appendix J, pg. 91)

	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
Sustainability Literacy	Artifacts are included that demonstrate the application of sustainability literacy knowledge & skills in academic & personal settings. Artifacts & work samples are clearly related to the learning objective. All assessments included.	Artifacts are included and represent the demonstration of sustainability literacy knowledge & skills in academic & personal settings. Most artifacts & work samples are clearly related to the learning objective. All assessments included.	Missing artifact or artifacts poorly represent demonstration of sustainability literacy knowledge & skills in academic & personal settings. Few artifacts & work samples are clearly related to the learning objective. Missing up to 50% of assigned assessments.	Missing artifacts or artifacts do not represent application of demonstration of sustainability literacy knowledge & skills in academic & personal settings. Artifacts are unrelated to the learning objective. Missing over 50% of assigned assessments.
Advocacy	Artifacts are included that demonstrate the ability to advocate for sustainability literacy in academic & personal settings. All artifacts & work samples are clearly related to the learning objective.	Artifacts are included that demonstrate the ability to advocate for sustainability literacy in academic & personal settings. Most artifacts & work samples are clearly related to the learning objective.	Missing artifact or artifacts poorly demonstrate the ability to advocate for sustainability literacy in academic & personal settings. Few artifacts & work samples are clearly related to the learning objective.	Missing artifacts or artifacts do not demonstrate the ability to advocate for sustainability literacy in academic & personal settings. Artifacts are unrelated to the learning objective.
Career Exploration	Artifacts included are representative of the application of career exploration in sustainability-related fields. All artifacts & work samples are clearly related to the learning objective.	Artifacts included are representative of the application of career exploration in sustainability-related fields. Most artifacts & work samples are clearly related to the learning objective.	Missing artifact or artifacts poorly represent application of career exploration in sustainability-related fields. Few artifacts & work samples are clearly related to the learning objective.	Missing artifacts or artifacts do not represent application of career exploration in sustainability-related fields. Artifacts are unrelated to the learning objective.
Organization	Well-organized & clearly tabbed. Artifacts clearly labeled. Pages created in a professional format. Few, if any, grammatical and/or spelling errors.	Neatly organized with consistent format. Most artifacts are clearly labeled. Pages are created in a professional format. May include minor grammatical and/or spelling errors.	Difficult to follow or locate some items. Few artifacts are clearly labeled. Pages are not in professional format. Many grammatical and/or spelling errors.	Sloppy, poorly organized. Items are loose, not in appropriate section, or missing. Pages are not in professional format. Few, if any, artifacts are clearly labeled. Many grammatical and/or spelling errors.

APPENDIX C: Sustainability Literacy Rubric

SLO	Outcome	Exceptional (4)	Above Average (3)	Average (2)	Below Average (1)	Comments
1	Identify various elements of sustainability & relationships between them.	Student work identifies all 3 elements & provides a comprehensive description of the relationships between them.	Student work identifies 2 or more elements & provides some description of the relationships between them.	Student work identifies at least 2 elements, but does not describe the relationship between them.	Student work identifies 0 or 1 elements.	
2	Identify key ways to be more sustainable in personal life and on-campus.	Student work identifies 2 or more ways, provides a comprehensive description of their relationships with sustainability, and connects them to course content.	Student work identifies 2 or more ways & provides some description of their relationships with sustainability.	Student work identifies at least 1 way to be more sustainable.	Student work does not identify ways to be more sustainable.	
3	Identify policies & practices that have led to unsustainability	Student work identifies & provides a comprehensive description of 2 or more major unsustainable policies/practices, and connects them to other course content.	Student work identifies & provides some description of 2 or more unsustainable policies/practices.	Student work identifies at least 1 unsustainable policy/practice.	Student work does not identify unsustainable policies/practices.	
4	Synthesize knowledge from two or more systems to address a sustainability problem.	Student work incorporates & synthesizes knowledge from all 3 systems and connects them to other course content.	Student work incorporates & synthesizes knowledge from 2 or more systems.	Student work incorporates but does not synthesize knowledge from 2 or more systems.	Student work does not incorporate knowledge from 2 or more systems.	
5	Demonstrate the impact of production-consumption practices on social, economic, and environmental systems.	Student work indicates 2 or more major practices and provides a comprehensive explanation of their impact on systems.	Student work indicates 2 or more practices & provides some explanation of their impact on systems.	Student work indicates at least 1 practice & provides some explanation of its impact on systems.	Student work does not indicate at least 1 practice or does not address impact on systems.	

6	Design a solution to a given sustainability problem.	Student work provides an effective solution & strategies for implementing the solution, which address multiple stakeholders & systems.	Student work provides an effective solution & some strategies for implementing the solution.	Student work provides some outline of an effective solution.	Student work provides no outline for an effective solution.	
7	Advocate for resiliency at various levels.	Student work demonstrates a comprehensive understanding of TBL problems & resiliency, & advocates for resiliency with multiple stakeholders beyond the campus level (community, national, international)	Student work demonstrates a comprehensive understanding of TBL problems & resiliency, & advocates for resiliency with multiple stakeholders beyond the individual level (campus, community, national, international)	Student work demonstrates some understanding of TBL problems & resiliency, & advocates for resiliency beyond the individual level (campus, community, national, international)	Student work does not advocate for resiliency or only advocates at the individual level.	
	Communicate effectively following the conventions of the course discipline(s).	Student work employs clear, stylistically mature language appropriate for the discipline and is free of serious grammatical, mechanical, and citation errors.	Student work is free of serious grammatical and/or mechanical errors & follows appropriate disciplinary conventions.	Student work has some grammatical/mechanical errors, or minor difficulties with communication conventions of the discipline.	Student work is impeded by many grammatical or mechanical errors, and/or does not appropriately relay on the communication conventions of the discipline (integrating & citing sources, etc.)	

APPENDIX D: Header Format for Attached Portfolio Artifacts

[Student first name][Student last name]
 Sustainability Scholars Portfolio [Portfolio page #]
 [Portfolio section; e.g., Section II and specific event or project]
 [Title of artifact]
 [Date]

APPENDIX E: Program Coordinator & SLI Faculty Reviewer Contact Information

Program Coordinator:

Dr. Barry Stiefel

StiefelB@cofc.edu

Approved Portfolio Artifact Reviewers:

Name	Pronouns	Email	Affiliation(s)	
			SLI	Home Dept./Office/Program
Dean Jeri Cabot	<i>she/her</i>	cabotj@cofc.edu	Implementation	Dean of Students
Diane Cumbie	<i>she/her</i>	cumbied@cofc.edu	n/a	Higdon Center
Dan Dickison	<i>he/him</i>	dickisond@cofc.edu	Implementation	Marketing & Communications
Darcy Everett	<i>she/her</i>	everettdc@cofc.edu	Implementation & CSD Staff	Environmental & Sustainability Studies
Dr. Brian Fisher	<i>he/him</i>	fisherb@cofc.edu	Assessment & Implementation; CSD Executive Director	Political Science
Dr. Leslie Hart	<i>she/her</i>	hartlb@cofc.edu	Assessment Fellow	Public Health
Dr. Margaret Hagood	<i>she/her</i>	hagoodm@cofc.edu	Implementation	Teacher Education
Dr. Rénard Harris	<i>he/him</i>	harrisr@cofc.edu	Implementation	Chief Diversity Officer; Office of Institutional Diversity
Dr. Todd LeVasseur	<i>he/him</i>	levasseurtj@cofc.edu	Assessment & Implementation; QEP/SLI Director	HSS--various
Nandini McCauley	<i>she/her</i>	mccauleyn@cofc.edu	Implementation	School of the Arts (Marketing)
Dr. Robert Mignone	<i>he/him</i>	mignoner@cofc.edu	Implementation	Mathematics
Deborah Mihal	<i>she/her</i>	mihaldf@cofc.edu	Implementation	Disability Services
Dr. Katherine Mullaugh	<i>she/her</i>	mullaughkm@cofc.edu	Implementation	Chemistry
Dr. Matt Nowlin	<i>he/him</i>	nowlinmc@cofc.edu	Assessment	Political Science
Dr. Elise Perrault	<i>she/her</i>	perraulte@cofc.edu	Implementation	Management
Dr. Vijay Vulava	<i>he/him</i>	vulavav@cofc.edu	Implementation	Chemistry
Dr. Allison Welch	<i>she/her</i>	welcha@cofc.edu	Assessment	Biology
Dr. Jen Wright	<i>she/her</i>	wrightj1@cofc.edu	Implementation & Faculty Development Fellow	Psychology