

Fast-Track Curriculum Action Request (CAR)
Clarification of Approved Intent

Entry:
<input type="checkbox"/> CRSE
<input type="checkbox"/> Catalog
File:
<input type="checkbox"/> My Bkshlf
<input type="checkbox"/> CurrCabinet

1. Author(s): Maggie Bruck

2. Department: Curriculum Chair

3. Date submitted: 24 July 2012

4. General type of action: course program

Specific type of action:

Addition:

- regular
- experimental
- other: specify:

Modification:

- number/alpha
- title
- credits
- description

- prerequisite
- corequisite
- program
- other-specify:

5. Course:

Alpha & no: SSM

Title: 392v

6. Existing prereq/other:

SSM 101, SSM 201, SSM major or permission of department/instructor.

7. Adjusted prereq/other:

SSM 201, SSM major or permission of department/instructor. SSM 101 is removed since the courses is a prereq to SSM 201; policy is to not have a prereq that is a prereq of prereq.

8. Signatures:

Program Coordinator Date

M Bruck

Curriculum Committee Chair Date

[Signature]

Chief Academic Officer Date

University of Hawaii Maui College Sustainable Science Internship

Course Alpha. See HELP for information.

SSM

2. Course Number. See HELP for information.

392V

3. Course Title/Catalog Title. See HELP for information.

Sustainable Science Internship

4. Number of Credits. See HELP for information.

Variable

Seminar - 1.25 hrs week. Minimum 75 documented field experience hours per credit (1 credit=75 hours; 2 credits=150 hours; 3 credits=225 hours). This is a system standard.

5. Contact Hours/Type. See HELP for information.

- Hour other; explain (Variable)

Seminar - 1.25 hrs week. Minimum 75 documented field experience hours per credit (1 credit=75 hours; 2 credits=150 hours; 3 credits=225 hours). This is a system standard.

6. Course Description. See HELP for information.

Applies skills to workplace in an occupation within the student's area of interest in sustainable science management. Provides practical experience to develop knowledge and skills in the application of theory to actual problems in a non-classroom setting. Develops employment skills in the sustainable science management areas of energy, renewable energy, energy management, waste management, water and wastewater, policy, and related fields. Prepare students for the senior capstone project.

7. Pre-Requisites. Please click on HELP icon for style sheet.

Prereq: ~~SSM 101~~, SSM 201, Sustainable Science Management major or permission of department or instructor.

is See FastTrack

8. Co-requisites

none

9. Recommended Preparation.

none

10. Is this a cross-listed course? See help for information.

NO

11. Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.

Hour lab

SSM 392V Internship is a requirement for students to graduate with the BAS SSM degree program.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. See help for more information.

Spring 2013

13. Grading Method. What grading methods may be used for this course? See help for information.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? See help for information.

YES

Maximum 3 credits

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. See HELP for more information on SLOs.

Course SLO/Competency	demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to meet industry standards	apply basic principles, concepts, practices, and skill sets from their program major, demonstrate ability to analyze and resolve typical workplace situations/problems	demonstrate effective communication skills, apply basic principles of collaboration, motivation, problem-solving, and decision-making, demonstrate and enhance their ability to function as contributing members of a work team	identify career options in their field, demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to meet industry standards	prepare and present a basic career portfolio, capstone project or report(s)
identify and demonstrate skills essential for successful employment in sustainability and sustainable science management field.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
establish professional networks and credentials for future employment and/or career advancement.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Course SLO/GESLO	Creativity - Able to express originality through a variety of	Critical Thinking - Apply critical thinking skills to	Information Retrieval and Technology - Access, evaluate,	Quantitative Reasoning - Synthesize and articulate information using	Written Communication - Write effectively to convey ideas that meet the

	forms.	effectively address the challenges and solve problems.	and utilize information effectively, ethically, and responsibly.	appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	needs of specific audiences and purposes.
identify and demonstrate skills essential for successful employment in sustainability and sustainable science management field.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
establish professional networks and credentials for future employment and/or career advancement.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Course SLO/PSLO	Describe the unique sustainability challenges faced by islands	Identify, outline, and illustrate the fundamentals of existing and emerging technologies in energy production, distribution and management; water supply, wastewater treatment; and waste management; their applications, processes and requirements	Appraise, evaluate, summarize, and explain the economic, social, cultural, political and scientific features that make a system, process, practice, or business sustainable and consolidate that information into a sustainability profile	Demonstrate skills related to managing sustainability projects including defining scope, selecting achievable goals, evaluating ethical implications, working with diverse teams, making presentations, and preparing reports	Propose and justify creative solutions that are scientifically sound
identify and demonstrate skills essential for successful employment in sustainability and sustainable science management field.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
establish professional networks and credentials for future employment and/or career advancement.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency/Content	3.0 Hours General Documentation	2.0 Hours General Workplace Expectations (e.g., rules, regulations, employer/employee handbook)	6.0 Hours Current Workplace Issues (e.g., customer service, health and safety, ethics, sexual harassment, communications)	2.0 Hours Job Description and Learning Objectives	3.0 Hours Career Portfolio or project/research/report	2.0 Hours Performance Appraisal and Career Development	2.0 Hours Student Presentations, Special Topics
demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

meet industry standards							
apply basic principles, concepts, practices, and skill sets from their program major, demonstrate ability to analyze and resolve typical workplace situations/problems		<input checked="" type="checkbox"/>					
demonstrate effective communication skills, apply basic principles of collaboration, motivation, problem-solving, and decision-making, demonstrate and enhance their ability to function as contributing members of a work team			<input checked="" type="checkbox"/>				
identify career options in their field, demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to meet industry standards				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
prepare and present a basic career portfolio, capstone project or report(s)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Recommended Course Content and Timeline. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Course content connects to and facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
3.0 Hours General Documentation
2.0 Hours General Workplace Expectations (e.g., rules, regulations, employer/employee handbook)
6.0 Hours Current Workplace Issues (e.g., customer service, health and safety, ethics, sexual harassment, communications)
2.0 Hours Job Description and Learning Objectives
3.0 Hours Career Portfolio or project/research/report
2.0 Hours Performance Appraisal and Career Development
2.0 Hours Student Presentations, Special Topics

18. Recommended Evaluation and Assessment Methods. See help for information.

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and outside of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics. (0)
- Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics. (0)
- Other, not included in above (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of Evaluation	Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.	Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.	Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	Other, not included in above
Course SLOs					
identify and demonstrate skills essential for successful employment in sustainability and sustainable science management field.					
establish professional networks and credentials for future employment and/or career advancement.					
Course Competencies					
demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to meet industry standards					
apply basic principles, concepts, practices, and skill sets from their program major, demonstrate ability to analyze and resolve typical workplace situations/problems					
demonstrate effective communication skills, apply basic principles of collaboration, motivation, problem-solving, and decision-making, demonstrate and enhance their ability to function as contributing members of a work team					
identify career options in their field, demonstrate the skills of a sustainability employee, refine skill sets, attitudes, insights and behaviors necessary to be successful and effective in the workplace and to meet industry standards					
prepare and present a basic career portfolio, capstone project or report(s)					

Method of Evaluation
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.
Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.
Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.
Other, not included in above

Documentation of the field experience (completion of learning objectives or project; evaluation of work performance by field supervisor and course instructor; verification of hours)

19. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on the HELP icon.

Program SLO
Describe the unique sustainability challenges faced by islands
Identify, outline, and illustrate the fundamentals of existing and emerging technologies in energy production, distribution and management; water supply, wastewater treatment; and waste management; their applications, processes and requirements
Appraise, evaluate, summarize, and explain the economic, social, cultural, political and scientific features that make a system, process, practice, or business sustainable and consolidate that information into a sustainability profile
Demonstrate skills related to managing sustainability projects including defining scope, selecting achievable goals, evaluating ethical implications, working with diverse teams, making presentations, and preparing reports
Propose and justify creative solutions that are scientifically sound

20. General Education Student Learner Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Level 2
	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
<input checked="" type="checkbox"/>	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Level 1
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 1

	Creativity	Critical Thinking	Information Retrieval and Technology	Oral Communication	Quantitative Reasoning	Written Communication
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of			<input checked="" type="checkbox"/>			

the classroom; appropriate rubrics.						
Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.			<input checked="" type="checkbox"/>			
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other, not included in above			<input checked="" type="checkbox"/>			

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

21. Linking. **CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.** See **HELP** for more information.

22. Method(s) of delivery appropriate for this course. See **Help** for information.

23. Text and Materials, Reference Materials, and Auxiliary Materials. See **Help** for information.

Recommended: The Successful Internship: Personal, Professional, and Civic Development [Paperback], H. Frederick Sweitzer and Mary A. King
 Normal.dotm00118104Maui Community College1112712.00false18 pt18 pt00falsefalsefalse

24. Maximum enrollment. See **Help** for information.

11 (eleven) The organization requirements includes paperwork and collaborations between various organizations and companies. Eleven students is at the managerial capacity of the instructor.

25. Particular room type requirement. Is this course restricted to particular room type? See **Help** for information.

NO

26. Special scheduling considerations. Are there special scheduling considerations for this course?

NO

27. Are special or additional resources needed for this course?

NO

28. Does this course require special fees to be paid for by students?

NO

29. Does this course change the number of required credit hours in a degree or certificate?

NO

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.

Degree	Program	Category
AA Liberal Arts:	AA	LE - Elective EA - Environmental Awareness
AS:		
AAS:		
BAS:	Other	CR - Core Course/Requirement - BAS
Developmental/Remedial:		

Requirement for BAS Sustainable Science Management Degree Program

31. Course designation(s) for other colleges in the UH system.

none

32. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

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33. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
Outcome 1.1 - Use writing to discover and articulate ideas.	1
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.	1
Outcome 1.4 - Gather information and document sources appropriately.	2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.	1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.	2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	2
Outcome 1.8 - Demonstrate proficiency in revision and editing.	3
Outcome 1.9 - Develop a personal voice in written communication.	2
Standard 2 - Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	2
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	2
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	2

Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	2
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	2
Outcome 2.6 - Assess the validity of statistical conclusions.	2
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	2
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	3
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	1
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	1
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	1
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	1
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	2
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	3
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	1
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	1
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	2
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
Standard 6 - Creativity Able to express originality through a variety of forms.	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	1
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	2
Outcome 6.4: Apply creative principles to discover and express new ideas.	1
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	1
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.	2

34. Additional Information
Attachments

Confirmation Environmental Awareness