University of Hawaii Maui College
SSM 301 - Sustainable Assessments and Indicators

1. **Course Alpha. Please click on the ? to the right for help.**

   SSM

2. **Course Number. Please click on the ? to the right for help.**

   301

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Sustainable Assessments and Indicators

4. **Number of Credits. Please click on the ? to the right for help.**

   3

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour lecture (3)

6. **Course Description. Please click on the ? to the right for help.**

   Examine methods of assessing sustainability, learning to distinguish marketing claims from actual progress for the long term. Study triple bottom line, cradle to cradle/grave, carbon neutrality and carbon footprint; as well as life cycle assessment, energy analysis and sustainability indicators which customize data collection and analysis. As a final project, develop a business case adding indicators to demonstrate its integrity.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   SSM 202, MATH 115 and MATH 135 all with grade "C" or better or consent

8. **Co-requisites.**

   none

9. **Recommended Preparation.**

   no

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    Course prerequisites are being changed consistent with minor changes in the overall program, driven by student feedback and a consensus on program improvement.. Course description is changed to be more consistent with actual course content.

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. Please click on the ? to the right for help.**

    Fall 2014

13. **Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- 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? Please click on the ? to the right for help.

NO

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. Please click on the ? to the right for help.

Course SLO/Competency	1.Explain the interrelation of natural systems, built systems,and the areas in which these systems overlap	2. Analyze and assess sustainable proposals in a business case	3. Assess the effetiveness of modles intended to determine whether a proposal is sustainable	4. Apply concepts, metrics and indicators to help value the benefits and costs of proposals from a sustainability perspective, and specifically with regard to challenges that impact island communities	5. Utilize, examine and test existing sustainability models such as LEED against criteria developed in the classroom	6. Investigate discover and summarize federal state local and industry codes, standards, laws, regulations, and guidelines	7. 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	8. Propose and justify creative solutions to sustainability challenges that are scientifically sound
1. Identify systems interconnections and develop means of optimizing and pursuing improvements which will not degrade other systems and natural resources.	☑	☑		☑	☑			
2. Produce and perform combined business case and sustainability assessments for organizations.		☑	☑		☑	☑	☑	☑
3. Explain calculate and assess carbon footprints for entities, activites and facilities.	☑	☑	☑	☑	☑		☑	

Course SLO/PSLO	1. Demonstrate ways in which the features and functions of multiple systems are interconnected, and explain how one system can be optimized without degrading other systems	4. Analyze the unique sustainability challenges faced by island communities	3. Assess the feasibility of proposals, including simple payback, return on investment, life cycle assessment and carbon footprint.	8. Demonstrate skills related to managing sustainability projects including defining scope, selecting achievable goals, evaluating ethical

	other systems or depleting natural resources			ethical implications, working with diverse teams, making presentations, and preparing reports
1. Identify systems interconnections and develop means of optimizing and pursuing improvements which will not degrade other systems and natural resources.	☑	☑		☑
2. Produce and perform combined business case and sustainability assessments for organizations.	☑	☑	☑	☑
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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
1.Explain the interrelation of natural systems, built systems,and the areas in which these systems overlap
2. Analyze and assess sustainable proposals in a business case
3. Assess the effetiveness of modles intended to determine whether a proposal is sustainable
4. Apply concepts, metrics and indicators to help value the benefits and costs of proposals from a sustainability perspective, and specifically with regard to challenges that impact island communities
5. Utilize, examine and test existing sustainability models such as LEED against criteria developed in the classroom
6. Investigate discover and summarize federal state local and industry codes, standards, laws, regulations, and guidelines
7. 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
8. Propose and justify creative solutions to sustainability challenges that are scientifically sound

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
1 week: Course Introduction and Parameters
1 week: Measuring Sustainability
2 weeks: Developing Metrics
3 weeks: Existing Models
3 weeks: Constructivist Models
2 weeks: Sustainability Analysis
2 weeks: Business Case
2 weeks: Group Projects

18. Program Learning Outcomes. 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 ? icon to the right.

- 1. Demonstrate ways in which the features and functions of multiple systems are interconnected, and explain how one system can be optimized without degrading other systems or depleting natural resources
- 3. Assess the feasibility of proposals, including simple payback, return on investment, life cycle assessment and carbon footprint.
- 4. Analyze the unique sustainability challenges faced by island communities

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- 8. 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

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1. Demonstrate ways in which the features and functions of multiple systems are interconnected, and explain how one system can be optimized without degrading other systems or depleting natural resources
4. Analyze the unique sustainability challenges faced by island communities
3. Assess the feasibility of proposals, including simple payback, return on investment, life cycle assessment and carbon footprint.
8. 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

19. College-wide Academic Student Learning 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.

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

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.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

Sustainability Indicators: Measuring the immeasurable (2nd ed) Bell, Simon and Morse, Stephen (2008, *2nd ed).* London: Earthscan. ISBN: 1-85383-498-X; 978-1-85383-498-1

Handouts, rubrics, lectures, reading assignment and additional course materials developed by Instructor and provided online on Laulima.

Reference books include:

(1) Soyka, Peter A. 2012. Creating a Sustainable Organization: Approaches for Enhancing Corporate Value Through Sustainability, FT Press. ISBN-10: 0-13-287440-7

(2) Bärbel Tress, Gunther Tress, Arnold van der Valk, Gary Fry (Editors), (2007) Interdisciplinary and Transdisciplinary Landscape Studies: Potential and Limitations, DELTA SERIES 2, Wageningen.

23. Maximum enrollment. Please click on the ? to the right for help.

20

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES

Needs to have projector and computer connection available to show course content on Laulima.

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

no

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

no

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	LE - Elective
AS:	Human Services - All	SS - Social Science

AAS:	ANY	SS - Social Science
BAS:	Other	CR - Core Course/Requirement - BAS
Developmental/ Remedial:		

Core Requirement for BAS Sustainable Science Management

Diversification Social (DS)

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

Diversification Social

31. 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.

UHMC 2013-14 catalog at pg 141.

32. 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.		
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		
Outcome 1.4 - Gather information and document sources appropriately.		
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		
Outcome 1.8 - Demonstrate proficiency in revision and editing.		
Outcome 1.9 - Develop a personal voice in written communication.		
Standard 2 - Quantitative Reasoning **Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.**		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		

Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		
Outcome 2.6 - Assess the validity of statistical conclusions.		
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.		
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		
Outcome 3.3 - Recognize, identify, and define an information need.		
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		
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.		
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		
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.		
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		
Standard 6 - Creativity **Able to express originality through a variety of forms.**		

Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		
Outcome 6.4: Apply creative principles to discover and express new ideas.		
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		

33. Additional Information