UNIVERSITY OF HAWAI'I
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: 3/18/14	Effective term of request (Semester-Year): Fall 2014
Name: Kailana Soto	Title: Assistant Registrar
Campus: Kauai Community College	Office/Department:
Phone: (808) 245-8224	Email: kailana@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE   Banner forms: SMAPRLE, SOACURR, STVMAJR

Institution:	College:	Department:

☐ New program code   ☐ Change/replace existing program code:

Level: ☑ Undergraduate   ☐ Graduate   ☐ First-Professional   ☐ Post-Baccalaureate   ☐ Other:

Degree:	Certificate:

If requesting an existing Major code and/or Concentration code in Banner:

Existing Major: Code   Description   Existing Concentration: Code   Description

If requesting a new ☐ Major code or ☐ Concentration code that does not exist in Banner:

New Code [4 char/space limit]:   Description [30 char/space limit]:

If a similar major/concentration code exists in Banner, please list the code:

Is this major/concentration code being used the same way at other UH campuses?

Is 50% or greater of the classes in this program offered at a location other than the Home Campus?   ☐ Yes   ☐ No
(Please consult your Financial Aid Officer on Program Participation Agreement impact)

Is this program/major/certificate financial aid eligible?   ☐ Yes   ☐ No   (Financial Aid Officer consultation required for all new program codes)

Should this program be available for applicants to select as their planned course of study on the online application?   ☐ Yes   ☐ No
(If yes, students may select the code as their only program of study.)

Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? ☐ Yes ☐ No

Should the old program code be available for use in Banner? ☐ Yes ☐ No

Will the old program code be available for:

Banner Module	Yes	No	Ending Term (Semester-Year)
Online Application	☐	☐	_____
Recruitment	☐	☐	_____
Admissions	☐	☐	_____
General Student	☐	☐	_____
Academic History	☐	☐	_____

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2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? ☐ Yes ☐ No
(Please consult your Financial Aid Officer or see: http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

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3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE   Banner forms: STVCAMP, STVCOLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

CRF 325

Rev. 07-2011

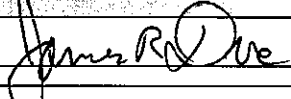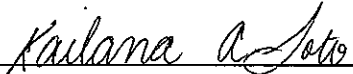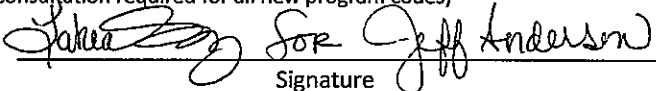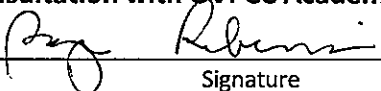| 4. NEW COURSE SUBJECT CODE (Subject Alpha)	Banner form: STVSUBJ
College: Instructional	Department: Science and Mathematics Division
Subject code [4 char/space limit]: SSM	Subject description [30 char/space limit]: Sustainable Science Management

5. NEW MINOR (Minor codes are listed on the Major code table)	Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:

Please briefly describe your request and explain why you are requesting the code(s):

see attached. A.R

SUPPORTING DOCUMENTATION

Please see the **Code Request Guide** for the required supporting documents to be submitted. Documents submitted with this form:

- ☐ Board of Regents meeting minutes and supporting documents provided to the BOR
- ☐ Memo from UH President
- ☐ Memo from Chancellor
- ☐ Curriculum (required for requests for new programs/majors/minors/certificates)
- ☐ Gainful Employment Program notification to the US Department of Education
- ☑ Other: Course Outline via Curriculum Central

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CAMPUS VERIFICATION		
Requestor Signature _(signature)_		Date _3/18/14_
Registrar (If different from Requestor)		
Kailana Soto	_(signature)_ Kailana A. Soto	_3/19/14_
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
Jeffrey Anderson	_(signature)_ for Jeff Anderson	_3/19/14_
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
Suzette Robinson	_(signature)_	_3/24/14_
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)

1633 Bachman Place	Email: iro-mail@lists.hawaii.edu
Sinclair Annex 2, Room 4	Fax: 808-956-9870
Honolulu, HI 96822	Phone: 808-956-7532

After **all** required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:

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Kauai Community College
SSM 101 - Introduction to the Science of Sustainability

1. **What is the purpose of this modification/proposal?**

   New course proposal.

2. **What modification(s) are being made to this course that affect the Banner course record?**

   - **N/A - This is a new course.**

   Existing alpha or number listed below (**only if a new alpha or number is being modified**).

   CURRENT ALPHA:

   CURRENT NUMBER:

3. **Why is this course being modified? If this is a new course, why is a new course being proposed?**

   This course is already offered at Maui College. It is being proposed to be offered here to be a part of the new Sustainability Science certificate programs. The information for this course is being updated to the new Course Outline.

4. **A copy of the programs and/or courses that are impacted by this course (e.g., in a program's/course's pre-requisite, description, etc.) is attached as a PDF. If this is a new course or an inactive course being reactivated, skip this question.**

   A copy of the information provided in the Course Impact Tracker database is attached.

   Note: If this course is going through its first submission in Curriculum Central, nothing will be attached. Therefore, the proposer must attach the database information. If this course has already been approved in Curriculum Central, the information should already be attached.

5. **Course alpha.**

   SSM

6. **Course number.**

   101

7. **Catalog title.**

   Introduction to the Science of Sustainability

8. **Catalog description.**

   This course introduces the science of sustainability including vocabulary and basic concepts in green building, water and wastewater, waste management, food and agriculture, sustainable land use and planning, unique dimensions to island sustainability, transportation, sustainable materials choices and supply chains, energy efficiency, and policy strategies.

9. **Maximum enrollment per class section.**

25

10. Credits.

3

11. How many hours of instruction (lecture, lab, etc.) per week are required for the semester?

- Lecture (Ratio - 1 contact hour : 1 credit) (3)

12. Is this course repeatable for credit? If yes, how often can this course count towards a degree or certificate?

NO

This course is repeatable for a maximum of:

13. Is this course cross-listed with any other course on campus?

NO

14. Pre-requisites.

Qualified for ENG 22.
Qualified for either MATH 26 or MATH 75.

15. Recommended preparation (Information included for college catalog only).

ENG 100.

16. Co-requisites.

None.

17. What is the effective term for the changes proposed for this course?

Fall 2014

18. List all course student learning outcomes (CSLOs) that apply to this course.

Course SLO
Identify and describe factors that are specific to maintaining a sustainable human society.
Describe natural and man-made factors that influence global and local climate, and outline our scientific understanding of each.
Identify what information resources are available to learn about the potential negative human health and environmental impacts related to the manufacture, use, and disposal of products and materials.
Identify, outline, and illustrate the fundamental applications, processes, and requirements of existing and emerging technologies in energy production, distribution and management; water supply, wastewater treatment, and waste management, their applications, processes and requirements.

19. Select methods of assessment from the list provided and show how they align with the CSLOs.

- Essay tests (0)
- Locally developed tests (0)
- Overall analysis (0)
- Written products (0)

Method of Evaluation/Course SLO	Identify and describe factors that are specific to maintaining a sustainable human society.	Describe natural and man-made factors that influence global and local climate, and outline our scientific understanding of each.	Identify what information resources are available to learn about the potential negative human health and environmental impacts related to the manufacture, use, and disposal of products and materials.	Identify, outline, and illustrate the fundamental applications, processes, and requirements of existing and emerging technologies in energy production, distribution and management; water supply, wastewater treatment, and waste management, their applications, processes and requirements.
Essay tests	☑	☑		☑
Locally developed tests	☑	☑	☑	☑
Overall analysis	☑	☑		☑
Written products	☑	☑	☑	☑

20. Include program student learning outcomes (PSLOs) and show how they align with the CSLOs.

Program SLO/Course SLO	Identify and describe factors that are specific to maintaining a sustainable	Describe natural and man-made factors that influence global and local climate, and outline our scientific	Identify what information resources are available to learn about the potential negative human health and	Identify, outline, and illustrate the fundamental applications, processes, and requirements of existing

	human society.	understanding of each.	environmental impacts related to the manufacture, use, and disposal of products and materials.	and emerging technologies in energy production, distribution and management; water supply, wastewater treatment, and waste management, their applications, processes and requirements.
Detail valid sustainability concerns and potential solutions, the inter-related nature of these concerns, and their implications in an island context.	☑	☑		
Identify and describe the basic scientific components behind existing and emerging technologies in a variety of areas related to sustainability.		☑		☑
Demonstrate skills needed to work towards sustainability, in a variety of contexts, including collaboration, making presentations, preparing reports, and the use of appropriate science and technology and other information-gathering techniques to access information.			☑	
Design comprehensive solutions to basic sustainability problems that are well-researched and supported.	☑			
Use science principles or methods to critically evaluate proposed solutions to basic sustainability problems.	☑	☑		☑

21. Select all institutional student learning outcomes (ISLOs) that apply to this course and show how they align with the CSLOs.

	(Respect for Diversity) - Demonstrate cognitive, affective, and behavioral skills and characteristics that are respectful of others' opinions, feelings, values, and individual expression.
☑	**(Written Communication)** - Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses. ☑ Preparatory Level
	(Oral Communication) - Speak in understandable and organized Standard American English to explain ideas, to express feelings, and to support conclusions, claims, or theses. Receive, construct meaning from, and respond to spoken and/or nonverbal messages.
☑	**(Reading)** - Read, evaluate, and interpret written material critically and effectively.

☑	**Preparatory Level**
	(Symbolic Reasoning) - Use appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.
☑	**(Integrative Thinking)** - Use problem-solving skills and creative thinking strategies to make connections among ideas and experiences and to synthesize and transfer learning to new and varied situations. ☑ **Preparatory Level**
☑	**(Information Literacy)** - Locate, retrieve, evaluate, and interpret the value of information gained from reading text materials, making observations, and using electronic media, and reflectively use that information. ☑ **Preparatory Level**
	(Technological Competency) - Identify, allocate, and utilize technological resources effectively.
	(Teamwork) - Participate proactively and interact cooperatively and collaboratively in a variety of settings.
☑	**(Ethics)** - Demonstrate an understanding of ethical issues in public and personal contexts that can be used to make sound judgments and decisions. ☑ **Preparatory Level**

GenED SLO/Course SLO	Identify and describe factors that are specific to maintaining a sustainable human society.	Describe natural and man-made factors that influence global and local climate, and outline our scientific understanding of each.	Identify what information resources are available to learn about the potential negative human health and environmental impacts related to the manufacture, use, and disposal of products and materials.	Identify, outline, and illustrate the fundamental applications, processes, and requirements of existing and emerging technologies in energy production, distribution and management; water supply, wastewater treatment, and waste management,

				their applications, processes and requirements.
(Written Communication) - Write in clear and organized Standard American English to present, explain, and evaluate ideas, to express feelings, and to support conclusions, claims, or theses.	☑	☑		☑
(Reading) - Read, evaluate, and interpret written material critically and effectively.		☑		☑
(Integrative Thinking) - Use problem-solving skills and creative thinking strategies to make connections among ideas and experiences and to synthesize and transfer learning to new and varied situations.	☑	☑		
(Information Literacy) - Locate, retrieve, evaluate, and interpret the value of information gained from reading text materials, making observations, and using electronic media, and reflectively use that information.			☑	
(Ethics) - Demonstrate an understanding of ethical issues in public and personal contexts that can be used to make sound judgments and decisions.	☑	☑		

22. **List the topics and activities that will be presented during the course and include the approximate time spent on each topic.**

Topics, time, and activities are suggested, and are up to individual instructor discretion:

5-6 weeks: Introduction, Dimensions of Sustainability, Environmental Policy, Island Sustainability, The Environment and Human Health,

Activities may include, but are not limited to: Lectures, guest speakers, films, discussion, group work, assignments, journaling, etc.

5-6 weeks: Renewable Energy, Energy Production and Management, Energy Efficiency and Conservation, Food and Agriculture, Water and Waste Management, Transporation, Green Building and Materials

Activities may include, but are not limited to: Lectures, guest speakers, films, discussion, group work, assignments, journaling, etc.

2-4 weeks: Sustainable Business, Sustainable Communities, and Ethics

Activities may include, but are not limited to: Lectures, guest speakers, films, discussion, group work, assignments, journaling, etc.

23. **List possible textbooks and/or materials appropriate for this course. If there are none, explain why.**

Text(s) are up to individual instructor discretion and may be chosen from those currently available in the field at the time the course is being offered. Suggestions may include those listed in Text and Materials and other resources such as:

Hawai'i 2050 Building A Shared Future Issue Book, University of Illinois Open Source Textbook: *Sustainability A Comprehensive Foundation* , and readings from appropriate journals and publications.

- McDounough, William and Braungart, Michael. <u>Cradle to Cradle: Remaking the Way We Make Things</u>. North Point Press, 2002, 0-86547-587-3.

24. What course delivery methods will be used?

- Classroom/Lab/Studio (0)
- Distance: Online (0)

25. What teaching methods are required for this course?

- Lectures and group discussions (0)
- Problem-based learning (focused on students working cooperatively in groups to seek solutions to real world problems) (0)
- Research (0)
- Student participation (0)
- Student reports and presentations (0)

Other:

26. Grading and evaluation.

- Grading Scale:
  A = 90 - 100%
  B = 80 - 89%
  C = 70 - 79%
  D = 60 - 69%
  F = 59% and below (0)

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limted to:

Example (for evaluation):

Description	%	Points Possible
E-Portfolio	5	50
Journal	15	150
Conference with instructor and counselor	5	50
Study guides and annotations	15	150
Research roadmap	10	100

	10	100
Group research project	10	100
In-class assignments	10	100
Exams	20	200
Participation, Attendance, and Course Conduct	10	100
Total	100	1,000

27. Include similar courses taught at other UH campuses and, if applicable, explain how course content is different.

List similar courses taught...	Course alpha and number	Explain how course content is different
...at another KCC campus unit(s)	SSCI 250	This course is different in that it does not cover the specific elements the SSM course will such as: water, waste, energy, etc. The SSCI course takes different disciplinary approaches to some of the same ideas, but will not cover the same specific content.
...at Hawaii CC	SCI 124 wtih Lab, SSCI 150	SCI 124 with lab addresses ecological problems and principles and how they relate to the human situation. Again, this class will address some of the same aspects and ideas, but will not cover the specific approaches to problems that the SSM course will. SSCI 150 will cover problems and solutions, but the SSM course will be different in its approach discussing specific problems and strategies for island sustainability.
...at Honolulu CC	SCI 101	This course is an Environmental Science course that will cover many similar aspects, but will be different from the SSM course in that it will not take the same approach to the material nor cover the same topics.
...at Kapiolani CC		
...at Leeward CC	SCI 103	This is another environmental science course that will address the specific environmental aspects of Hawaii and the ways to conserve and protect our environment, but will not cover the same ideas or take the same approach to learning about the problems we face. Additionally, SSM 101 will cover aspects such as energy and waste that this Environmental Science class will not cover.
...at Windward CC		
...at UH Hilo	ENSC 100	This course is similar to the SSM course being proposed except in some of the areas the SSM course will be covering such as energy, transportation, green building, etc.
...at UH Manoa	BIOL 310, NREM 210, PEPS 210	BIOL 310 focuses on global environmental problems, from a social, biological, and physical perspective, but SSM will again cover different aspects like those mentioned above. NREM 210 and PEPS 210 will again be close, but the same exact subjects will not be covered and the approach will likely be different.
...at UH Maui		

College	SSM 101	This course is the same, and we will be articulating.
...at UH West Oahu	GEOG 328, HPST 328	GEOG 328 and HPST 328 is a cultural geography course, which will discuss the relationship between culture and environment and how to read landscapes as a texts that represent and reproduce culture. This is a different approach and will also not discuss the specific aspects the SSM course will cover such as transportation, green building, energy, etc.

28. Is this course already articulated, appropriate for articulation, or not appropriate for articulation? If this course is already articulated provide evidence (see question mark icon). If this course is appropriate for articulation OR not appropriate for articulation, explain.

This course is appropriate for articulation.
Explanation for Appropriate for articulation or Not appropriate for articulation statuses -- or website link **only** for already articulated courses (if there is no link below, the information is attached):

This course is appropriate for articulation with SSM 101, currently taught at Maui College. We will be articulating at a later date.

29. If the course modifications affect the articulation status of this course, explain. If the proposed changes do not affect the articulation status or if this is a new course, type N/A.

N/A.

30. Date proposed (CANNOT BE MODIFIED).

12/12/2013

31. Which area requirements (including Foundations and Diversification requirements) for the Associate in Arts, A.A., degree apply to this course?

- **Electives.**

32. Which area requirements for the Associate in Applied Science, A.A.S., degree apply to this course?

- Electives.

33. Which area requirements for the Associate in Science, A.S., degree apply to this course?

- Electives.

34. What five-year review cycle is this course going through?

2015/2015

35. The Google Doc format of the syllabus for this course can be found using the link provided.

https://docs.google.com/a/hawaii.edu/document/d/12Q01qbqpUlXQ5-S2MoDTruIT6_4CDyMXue1E5ccGH8U/edit