General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
College of Integrative Sciences and Arts (CLS)	School of Applied Professional Studies (CAPS)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
PMG	294	3

Topic Information

If your request is approved:

1. Topics on **omnibus courses** carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Project Management for People, Planet, and Prosperity	

Topic Description

This course will equip you with the skills and tools necessary to enhance your employability in many professions. The project management profession is undergoing a significant transformation, shifting from traditional success metrics—such as time, cost, and scope—to an emphasis on value creation. In this evolving landscape, sustainability has emerged as a critical form of value. People, planet, and prosperity must be core foci in project management, one of the fastest growing

professions today. Projects play a central role in driving this organizational transition with project management serving as the key to guiding and executing sustainability initiatives. Green skills are in high demand, and the future of our planet relies on professionals like you leading the way.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.	Omnibus topics cannot hold a GS Gold designation for more than three semesters total. If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files. If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.	Student Work Examples
No		No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Sustainability (SUST)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

PMG 294 SUST Syllabus.docx

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

Assignment 1: Quizzes

Quiz in Module 1 based on the readings and lecture materials focused on the anthropogenic induced wicked challenges that threaten the earth's biotic and abiotic systems and the measures that signal their limits. Key topics include: Planetary Boundaries (The planetary boundaries provide a science-based analysis of the risk that human perturbations will destabilize the Earth System at the planetary scale. These boundaries define specific thresholds at global or regional levels. The boundaries characterize the conditions that are necessary for Planet Earth to remain in a stable state); Doughnut Economics; Sustainable Development Goals; Ecological Footprint; Scope 1, 2, 3 Emissions; Ozone Layer (The Montreal Protocol, which is now ratified by all 196 United Nations members, successfully established legally binding controls for developed and developing countries on the production and consumption of halogen source gases that cause ozone depletion; The Paris Agreement and the goal to keep the increase in global average temperature to well below 2 degrees above pre-industrial levels; Earth Overshoot Day (this day marks the date when humanity has exhausted nature's budget for the year. For the rest of the year, we are maintaining our ecological deficit by drawing down local resource stocks and accumulating carbon dioxide in the atmosphere. We are operating in overshoot); Climate Change effects (e.g., on land, higher temperatures have forced animals and plants to move to higher elevations or higher latitudes, many moving towards the Earth's poles, with far-reaching consequences for ecosystems); Trophic Cascades; Global warming (attributed to human-made emissions into the atmosphere known as the "greenhouse effect." There are certain gases in the atmosphere that block heat from escaping and contribute to the greenhouse effect and these include water vapor, carbon dioxide, methane, nitrous oxide).

Assignment 2: Urban Heat Island Effect

As part of the Build a Sustainable City project, students engage in an experiential activity of measuring the Urban Heat Island Phenomenon. An urban heat island (UHI) is a phenomenon that is best described when a city experiences much warmer temperatures than in nearby rural areas – the assignment will focus on how urbanization has contributed to the urban heat island effect. For this assignment students will use an infrared thermometer (IRT) to measure different surfaces found in the shade and direct sunlight and calculate the differences in temperature (e.g., parking lot, sidewalk, soil, grass, rocks). Students will also use NASA's "Human Impact and the Creation of

Urban Heat Islands Interactive Model' and worksheet to analyze the relationship between land cover classification and surface temperature:

https://storymaps.arcgis.com/stories/6246c0bbe2e44ff29781da712f247604

Students identify and evaluate strategies to mitigate the effects of UHIs, such as green roofs, urban forests, cool pavements, reflective roofing, and urban planning; Examine the role of materials used in urban construction (e.g., asphalt, concrete, etc.) in contributing to UHIs; Explain the environmental, social, and health impacts of UHIs, particularly in densely populated areas such as Phoenix, AZ.

Assignment 3: Life Cycle Assessment

Students describe the stages of a product's life cycle and how greenhouse gas emissions may be generated during these processes. Students watch the video, "The Story Of Stuff" and then conduct a Life Cycle Assessment comparing three outdoor furniture sets made of different materials (plastic resin, pine, and cast aluminum). Students calculate the CO2, CH4, and N3O emissions of each set to identify which production process contributes the most to global warming and carbon dioxide equivalents, ultimately impacting global climate change. Students then make a recommendation of which outdoor furniture set a community center should buy, as part of a case study, that is the most sustainable.

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

Assignment 1: Conservation and Development Project Stakeholder Analysis

A conservation and development project is an initiative that aims to balance environmental protection with sustainable economic growth and social development. The goal of such a project is typically to conserve natural resources, protect biodiversity, and preserve ecosystems while also promoting the well-being of local communities and fostering economic development. Conservation and development projects are complicated and involve many different people with differing opinions and values. When a natural resource project is on a large scale—such as the construction of a mega dam or pipeline—or spans across national borders, like the establishment of an international marine protected area, the number of involved private and public stakeholders can be extensive. The objective of this assignment is to conduct a stakeholder analysis for a conservation and development project. A stakeholder analysis is a set of techniques used during the planning phase to identify and evaluate the perspectives of key individuals, groups, or organizations related to a project or proposed initiative. Conducting this analysis early on offers valuable insights into stakeholder motivations and helps identify strategies for fostering a collaborative and successful engagement process for all parties involved. Ensuring that your analysis considers the broader historical, socio-economic, environmental, and political context of the project is important for the integration of human-environmental wellbeing.

1. Research and Select a Conservation and Development Project Conduct a search through the ASU Library Database for a real-world conservation
and development project.

For example, sustainable forest management project, community-based wildlife conservation program, national park development project that aims to boost ecotourism while preserving biodiversity, coastal conservation and development plan, renewable energy project in a rural community, watershed management project with development goals for local populations, or hydropower dam megaproject. More specifically, relevant projects could include:

· Community-Based Forest Management in Nepal

· The Great Green Wall Initiative (Africa)

· Wildlife Conservation in the Serengeti Ecosystem (Tanzania)

· Marine Protected Areas and Community-Based Fisheries in the Philippines

· Buffer Zone Management in the Western Ghats (India)

· Green Infrastructure and Eco-Cities (Europe and North America)

· Agroforestry Programs in the Amazon Basin (Brazil)

· Sustainable Tourism in Costa Rica's National Parks

· Clean Energy and Sustainable Agriculture Projects in Sub-Saharan Africa

· Rio Tinto Mining in Madagascar

· Tribal Land Restoration and Management Projects in the United States

· The Colorado River Basin Initiatives (US)

· Louisiana’s Comprehensive Master Plan for a Sustainable Coast (US)

Please provide a summary (500 words) detailing the objectives of the project.

2. Identify Three Stakeholders List three stakeholders involved in the selected project in the template provided below. These could include:

· Government agencies: Local, regional, or national entities responsible for policy, regulation, and enforcement.
· Local communities: Indigenous groups, farmers, residents, and others who depend on the land or resources in the area.
· NGOs and Civil Society Organizations (CSOs): Environmental, social, or developmental NGOs that are directly or indirectly involved in the project.
· Private sector: Businesses, developers, or investors that have a financial interest or involvement in the project.
· Academia and research institutions: Universities or think tanks involved in research, monitoring, or environmental impact assessments.
· International organizations: Donors, development agencies, or international conservation bodies such as the UN or World Bank.

· Media and public opinion: Groups or individuals that influence public perception or create awareness about the project.
· Local and regional authorities: Local government officials or community leaders with power or influence over decision-making.
· Plants and Animals: Animals and plants are key stakeholders because their habitats are often threatened by human activities (e.g., deforestation, pollution, urbanization). Protecting their natural habitats is essential for their survival and ecological balance.

3.Analyze Stakeholder Interests and Positions For each stakeholder, provide a detailed description of:

· Interests: What does the stakeholder want from the project? This could involve social, environmental, economic, or political goals.
· Potential concerns: What issues or risks does the stakeholder perceive? This could include loss of livelihood, environmental degradation, displacement, or changes to local governance.
· Position on the project: Are they supportive, neutral, or opposed? Are there any tensions or conflicts of interest between stakeholders?

4. Assess Stakeholder Power and Interest Mapping Analyze the level of power and influence each stakeholder holds over the project's outcomes. Use the following framework to guide your assessment and fill out the template provided below:

· High Power, High Interest: These stakeholders should be closely managed and kept fully engaged throughout the project. They can significantly impact the success or failure of the initiative.
· High Power, Low Interest: These stakeholders should be kept satisfied but may not require much direct involvement unless their interests are threatened.
· Low Power, High Interest: These stakeholders need to be kept informed and engaged, even if they don't have significant power to influence the decision-making process.
· Low Power, Low Interest: These stakeholders require minimal effort but should still be informed where necessary.
· Create a Stakeholder Power-Interest Matrix to visually map stakeholders based on their power and interest in the project.

5. Develop a Stakeholder Engagement Strategy Based on your analysis, develop a stakeholder engagement strategy using the template below that addresses the following:
· Communication: How should the project communicate with each stakeholder group? What channels (meetings, workshops, reports, etc.) will be most effective?
· Inclusion: How will stakeholders be involved in decision-making? Which groups should have a seat at the table during project design and implementation?
· Conflict Resolution: What strategies should be employed to manage and resolve conflicts among stakeholders?
· Monitoring and Feedback: How will stakeholder engagement be monitored and adapted throughout the life of the project?

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

Assignment 1: P5 Impact Analysis on Cape Wind Project Case Study

In this module students assess the sustainability impacts of the Cape Wind project. The Cape Wind Project was to be America's first offshore wind farm located on Horseshoe Shoal in Nantucket Sound. The 130 proposed wind turbines could have harnessed up to 420 megawatts of energy and provided up to three quarters of the electricity needs of Cape Cod and the islands on the southern coast of Massachusetts. Students envision a sustainable pathway for this project using Green Project Management's (GPM-Global) P5 (People, Planet, Prosperity, Product, and Process) Impact Analysis (P5IA). GPM-Global is a global organization that advocates for sustainability in the Project profession and states that a P5 Impact Analysis is used to define and prioritize sustainability impacts to improve the project's expected benefits, increase positive impacts and reduce negative impacts to society, the environment, and the project's value, and to contribute to the sponsoring organization's sustainability goals. Students imagine they are a project manager from the Company Energy Management Inc., which was the utility owner and operator of the Cape Wind Project. As they are developing the project management plan they think about the social, environmental, and economic impacts of the project. For this assignment student's do not complete GPM's entire P5IA but rather choose several elements as an exercise in thinking about how different project aspects can have a positive or negative sustainability impact on human-environmental well-being. The P5IA consists of a People tab, Planet tab, and Prosperity tab in the excel worksheet. Students choose 1 subcategory and 1 element from each (the People, Planet, and Prosperity tabs) and provide the relevant information. This includes a description for each of the five lenses (Lifespan, Servicing, Effectiveness, Efficiency, and Fairness) for the Description, Potential Sustainability Impact, Proposed Response, and Outcome cells. Students also provide a numerical number (1-5) for the Initial and New Impact Score cells. Students submit a completed P5IA workbook xlsx file and complementary reflection that explains their vision for a sustainable pathway for the Cape Wind Project based on their analysis.

Assignment 2: SDG 11 Sustainable Cities and Communities

Students design and plan a Sustainable City that fosters both human and environmental well-being, with a focus on environmental stewardship, social equity, and economic vitality. The aim is to envision a city that harmonizes human needs with ecological health, ensuring a resilient and prosperous future for its residents while minimizing its environmental footprint. Students must think about clean energy (solar, wind), green buildings (energy efficient), urban farming (vertical gardens), waste management (recycling, composting, zero-waste), green spaces (parks, gardens, green roofs), water conservation (rainwater harvesting), transportation (electric buses, bike lanes, pedestrian zones), and community spaces and social inclusivity.

The assignment specifics include the following:

- Form teams of 2 to 3 members.
- Gather supplies (posterboard/markers/construction paper, scissors, etc.)
- Imagine a space where human and environmental wellbeing are fully integrated. What does this space look like: What changes in technology, policy, and social behavior need to take place? How can communities and ecosystems adapt to thrive together?
- Create a visual map or diagram of the city layout.
- Divide your city into different zones such as residential, commercial, and industrial zones.
- Think about key design features such as renewable energy, transportation, green spaces, water management, waste management, green buildings, and community spaces and social inclusivity.

How effectively are the key components of sustainability (renewable energy, green spaces, waste management, etc.) incorporated into the city design?

- Is your city at risk of the urban heat island effect?
- Use markers, colored pencils, or other art supplies to draw your city's features. For example, use color to highlight key sustainable elements (e.g., green for parks). How well does the design capture the essence of a sustainable city? Is the poster visually clear and engaging?
- Label key features with brief descriptions (e.g., solar-powered school).
- In addition to your city, write a short explanation (1-2 paragraphs) describing the key sustainable features of the city and highlight the most innovative aspects of the design and explain how these elements contribute to environmental, economic, and social sustainability.
- Present the Sustainable City to the class.

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

Assignment 1: Final Project Identifying and Redesigning a Project for Long-Term Sustainability

Sustainability is increasingly recognized as a critical element in successful project management. Projects across industries face growing pressure to meet not only time, cost, and scope goals, but also to consider their environmental, social, and economic impacts. This assignment challenges you to articulate an approach to addressing contemporary questions or challenges using sustainability concepts and practices in project management. The goal is to identify and describe an unsustainable project and redevelop it to make it sustainable. This could be a project you are currently working on within your workplace or homelife or completely hypothetical. This could be anything from planning a birthday party or other event, redesigning a single-use plastic product, reducing industry food waste, building a tree house, community solar energy project, donation drive, concert event, building greenspaces, to xeriscaping your yard.

Remember, a project as defined by GPM is "an investment that requires a set of coordinated activities performed over a finite period of time in order to accomplish a unique result in support of a desired outcome" (p.28, GPM Reference Guide).

In this assignment, you will complete three key project management documents: a Business Case, a Benefits Realization Plan, and a P5 Impact Analysis (P5IA) based on the Green Project Management (GPM) framework. The purpose is to explore how sustainability impacts (both positive and negative) can be assessed and used to inform management decisions and resource allocation throughout the project lifecycle. Please see the attached GPM template for each detailed category and use the GPM P5 Standard for Sustainability in Project Management Version 3.0 as a reference guide.

Submission Requirements

Final Report: Your report should include the following 10 sections. Please submit all completed templates (Business Case, Benefits Realization Plan, P5IA analysis) together in a single document.

Presentation: Prepare a 15-20 minute presentation summarizing the assignment's findings.

1. Define Sustainability in Project Management: Provide a brief overview of sustainability within the context of project management.

2. Why is it Important? Explain why sustainability is becoming increasingly important in project management. Discuss the growing demand for sustainable projects due to societal, environmental, and economic challenges.

3. What is your project? Introduce the project you will focus on for the assignment. This could be a real or hypothetical project. Provide a brief description of the project, its goals, and objectives. Explain how this project relates to sustainability or could benefit from sustainable practices.

4. What are the sustainability challenges? Discuss potential challenges in integrating sustainability into your project. Consider challenges related to resources, budget constraints, stakeholder interests, and technical limitations. Address the complexity of balancing environmental, social, and economic considerations in your project and potential conflicts between short-term goals and long-term sustainability.

5. Complete the Business Case Template: Justify why the project is important and will provide lasting value not only in financial terms but also in terms of minimizing harm to the environment and benefiting society.

6. Complete the Benefits Realization Plan Template: How will your project meet the immediate objectives but also provide long-term benefits for the environment, society, and the economy?

7. Apply the P5 Impact Analysis (P5IA): Use the P5IA as your sustainable project management tool to optimize sustainability practices in your project.

8. Synthesize: Synthesize P5IA results for the People, Planet, and Prosperity categories, focusing on how to ensure the sustainability of your project.

9. Monitor and Report: Explain how you will monitor and report sustainability performance.

10. Reflect: Reflect on how the adoption of sustainable practices in project management can improve your project's outcomes. How does this create value?

11. References: Include any sources you've referenced for your final report.

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

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1. Explicate the anthropogenic induced wicked challenges that threaten the earth's biotic and abiotic systems and the measures that signal their limits. [SUST LO1]
2. Examine the historical impact of socio-economic, political, and cultural decisions on the integrated wellbeing of both people and the environment and consider these factors when engaging with project stakeholders in the creation of a stakeholder engagement plan. [SUST LO2]

3. Create a project management approach that integrates sustainability into every phase of the project lifecycle, from planning to execution and evaluation that optimizes human-environmental well-being. [SUST LO3, LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Leah Capps - January 23, 2025 at 9:34 AM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago

Trisha Eardley - January 23, 2025 at 10:57 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 27, 2025 at 10:23 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 27, 2025 at 11:19 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 8:52 AM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - February 25, 2025 at 8:07 PM (America/Phoenix)

The description of the course is not very detailed and the course's learning outcomes seem to be modified versions of the SUST LOs. Make the assessment of LO1, LO2 and LO3 more focused. The subcommittee recommends: revise and resubmit.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Leah Capps

College Notification

Notification

Trisha Eardley

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp
Bronson Cudgel